

Original Paper

A Brief Talk on Chinglish from the Level of Teaching Methods

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Abstract

China has been promoting English teaching activities since the 1960s with the goal of cultivating a global perspective and proficiency among the younger generation. Despite decades of teaching, issues such as the inconsistent use of British and American pronunciation and the incorrect use of tenses in Chinese English persist and have not seen improvement. This paper delves into a comprehensive study from the perspective of the differences between English teaching in China and foreign countries, specifically exploring the relationship between Chinese English and educational methods while analyzing the underlying logic and differences in Chinese and Western English teaching methods. This paper starts with the scientific laws of language acquisition and aims to provide practical solutions to address Chinese English problems and other language-related issues, and offers valuable insights into the innovation and development of Chinese English teaching in the future.

Keywords

Chinglish, teaching methods, comparison between Chinese and Western, English teaching

1. Research Background

Due to the ever-deepening process of globalization and continuous multi-polarization, the significance and necessity of English teaching have become increasingly apparent. However, the issue of Chinglish remains prevalent and unresolved. Chinese language learners are prone to grammatical errors, mixing British and American pronunciations, a lack of vocabulary, and difficulty expressing themselves accurately, among other challenges. Whilst existing grammatical translation methods, direct method, cognitive method, and communicative method have their respective advantages, they still demonstrate various limitations that require further development and improvement.

2. Research Significance

By focusing on the differences between Chinese and Western English teaching, exploring the relationship between Chinese English and teaching methods, learning from each other's strengths and

making up for each other's weaknesses, and optimizing teaching methods, we can alleviate, improve, or even solve the problems in Chinese English, promote the reform and rapid development of domestic English teaching, and help the country cultivate bilingual talents. This provides a useful reference for teaching other foreign languages.

3. Research Methods

This paper comprehensively adopts the literature analysis method, a factor analysis method, a theoretical analysis method, and an inductive analysis method to study relevant literature at home and abroad, carefully analyze the influencing factors of the problem, conduct in-depth discussions and analyses of existing theories, and summarize the final results.

3.1 Chinglish Concept

Chinglish is a distorted and altered form of the English language that is influenced by Chinese thinking and lifestyle habits. It is the result of the fusion of English and Chinese ideology and culture.

3.2 Chinglish Existing Problems

(1) British English mixed with American English

Chinese people are prone to mixing British English and American English in terms of English pronunciation and wording, such as:

① Mixed pronunciation:

In a sentence, the British English pronunciation and American English pronunciation appear simultaneously, resulting in the final pronunciation of neither pure British English nor pure American English pronunciation. For instance, the same word in British English and American English may differ between "rolling" and "not rolling", but the Chinese differentiate this relatively weakly.

② Mixed words:

Under the same meaning, British English and American English use different words. For example, soccer is used in British English, while American English tends to use the word football. However, British English words and American English words are often mixed in Chinglish.

(2) Misuse of tense

When Chinese people use English, there is often a problem of tense confusion, and the distinction between different tenses such as the simple present tense, the present continuous tense, the present perfect tense, and the past perfect tense is relatively insufficient. e.g.:

1) Before I went back home, I had already finished my homework.

2) Before I went back home, I already finished my homework.

Sentence meaning: I had finished my homework before I went home.

Since "going home" is something that happened in the past, and completing the homework happened before going home, that is, the past, the sentence should use the past perfect tense, which is correctly expressed as the first expression; the second sentence ignores the tense problem and should be added before the finished Add had to indicate the tense.

(3) Ignore grammar and translate expressions literally

A major feature of Chinglish is that some Chinese people choose to use Chinese-English translation from word to word, that is, “hard translation”, and even mix Chinese and English. For example:

① Blunt translation

Chinese: Crowded

English: People mountain people sea.

After literal translation, English sentences have no predicates and are not complete sentences, which is difficult for native English speakers to understand, increases the difficulty of communication, and is easy to mislead younger English learners, which is not conducive to the development of English teaching.

② Mixed Chinese and English

Chinese: The grace of dripping water, when the spring returns.

English: You “dida dida” me, I “huala huala” you.

The “dida dida” and “huala huala” here are taken from the Chinese pinyin of “tick” and “clatter”, which is a typical mixed use of English and Chinese. This type of English expression will not only hinder the actual communication process, but also mislead young students and is not conducive to English teaching in China.

4. An Analysis of Chinese and Western English Teaching Models

4.1 China

(1) Chinese English Teaching Mode

Emphasis is placed on vocabulary memory and recitation, as well as dictation. Some teachers’ English teaching concepts draw on Chinese teaching methods, starting with letters and vocabulary, and using the method from vocabulary phrases to sentences. First, focus on explaining knowledge points such as grammar structure, pronunciation skills, etc., and then briefly discuss how to use them. Emphasize written English scores, pay attention to written test scores, and do not have high requirements for the practical application of English listening and speaking, resulting in students passively absorbing knowledge through rote memorization. Most English learning pays more attention to written grades and descends into the abyss of “factionalism”. Students’ willingness to improve their oral English and use it in practice is weak. For example, in today’s CET-4 and CET-6, written and oral exams are mandatory, and there are no optional requirements. At the same time, in the Chinese education system, there are no hard requirements for oral English from primary school to high school. Chinese English teaching tends to emphasize theory over practice, with the emphasis on theory being first and the application second. Most education begins with systematic schooling rather than with family and society.

(2) Specific English Teaching Methods in China

① Grammar translation:

Also referred to as “traditional law,” “old law,” “classical law,” etc. The method was produced in the

18th century. Its core is to place grammar at the center of foreign language teaching, take the study of grammar theory as the starting point, and gradually promote the reading and translation of texts, focusing on the memory and strengthening of vocabulary and grammar. This method weakens the cultivation and improvement of listening and speaking abilities to a certain extent, and relatively unilaterally enhances the mastery and consolidation of basic knowledge of language in grammar rules.

② Direct method:

This method was produced in the middle and late 19th century, and mainly pays attention to direct contact with the language learned, emphasizing direct understanding of teaching materials and textbooks. Since it serves the actual communication needs, this method focuses on the cultivation of students' oral ability, and advocates language learning in the natural language environment. This method tends to cultivate the actual oral ability, and to a certain extent weakens the strengthening of theoretical knowledge such as grammar, and details need to be optimized.

③ Cognitive method:

This method was proposed by American psychologist John Carroll. Compared with the grammar translation method, this method relatively improves the status and needs of listening and reading in language learning. Paying attention to listening, speaking, reading and writing is equally important and indispensable; at the same time, this method emphasizes that teaching revolves around the main body of students and opposes the mechanical learning method of rote memorization. The cognitive method is conducive to mobilizing students' enthusiasm and autonomy in language learning, and helps to cultivate language talents who are good at basic theory and practical application.

④ Communicative method:

The communicative method emphasizes the combination of teaching activities and English language communication, and advocates for teachers to focus on "guidance from the side". Under this method, the classroom is gradually transformed from teacher-centered to student-centered, emphasizing the teacher's guiding and guiding role of teachers in the teaching process. This method is conducive to the combination of teaching and practical application, is conducive to providing students with a certain level of immersion language learning environment, helps students cultivate and improve their self-confidence in speaking English, boldly practicing oral English, helps students find a sense of belonging and participation in the classroom, and greatly stimulates students' enthusiasm and autonomy in foreign language learning.

(3) The influence of English teaching in China

It is relatively easy for students to learn English, which helps students quickly memorize and consolidate basic theoretical knowledge points such as grammar and vocabulary, which is conducive to helping students expand their vocabulary, promoting the improvement of students' English reading comprehension and English writing ability, and helping students in written tests. They are in a relatively advantageous position. However, under the influence of many factors, such as no hard and fast rules for speaking and listening requirements, Chinese English is not ideal in many aspects, such as

oral pronunciation and fluency. Students are relatively unfamiliar with the habit of continuous reading and slang expressions in spoken English, and it is easy to have problems such as incomprehension or not knowing how to express and card throughput in practical application: at the same time, some teachers' teaching concepts are not updated in time, and it is impossible or difficult to break away from the traditional Chinese teaching mode, which still uses native language thinking for foreign language teaching, which is easy to reduce the interest of the classroom, which may lead to students' rote memorization, only understanding the superficial meaning but unable to fully understand the problems^[1]; furthermore, Chinese people speak more Chinese, It is difficult to provide an immersive English language environment for English teaching, and the demand for the use of foreign languages in daily life is low, which is not conducive to the practical use and spoken English Lift.

4.2 English Speaking Countries

(1) British and American English Teaching Methods

English, as the mother tongue of most British and American students, runs through the life of British and American students. In other words, English learning meets their survival needs. Most British and American students have been exposed to English as their mother tongue since birth, and the earliest language acquisition does not come from school, but from family. After children learn simple everyday language in the family, they enter the school to enter the systematic language learning; at the same time, British and American teachers emphasize classroom interaction, and foreign teachers mostly organize and conduct classes in highly interactive forms such as group activities and brainstorming. Therefore, examining the British and American English teaching process reveals that it is a process of practical application to theoretical learning, starting from contact with English at the auditory level in infancy and gradually expanding to the use of the five senses. At the same time, British and American English teaching is closely integrated with the social environment and practice, with the help and blessing of an immersive English social environment.

(2) Influence of British and American English Teaching

Although native English speakers did not accept systematic language teaching, such as word spelling and phonetic correction in infancy and young children, the potential vocabulary is substantial and the foundation for practical application is relatively solid; at the same time, the demand and frequency of English use in daily life are high, and the English social environment is conducive to teaching. It is closely integrated into practical application to help children improve their oral level while strengthening theoretical knowledge points, and improve students' practical English application ability. In addition, the curriculum is engaging and this is conducive to boosting students' enthusiasm for English learning, improving classroom concentration, and to a certain extent. Teachers should encourage students to use their interests as a guide for language learning instead of rote memorization.

4.3 Inspiration for British and American English Teaching

Language teaching is a combination of theory and practical application. Theory and practice are not two separate parts, but a whole that complements each other closely.

Dumb English,” “fractional theory”, and “spoon-feeding education” are not desirable, but should focus on emphasizing and improving speaking and listening skills, so that students can really apply what they have learned.

5. Exploring the Objective Laws of Language Acquisition

5.1 Exploration of the Infant Language Acquisition Process

Infants are born with the ability to perceive and calculate language features, and have been able to perceive the surrounding human language as early as the embryo stage. Under the influence of the “mother tongue magnetic attraction effect”, they gradually turn towards focusing on perceiving and learning the mother tongue. The research of American developmental psychologist Patricia Kuhl highlights the importance of infants’ communication and interaction with others in infant-mother tongue learning. After birth, infants and young children’s interaction with the outside world (especially the mother) deepens their understanding of the mother tongue. The “mother’s special language” with simple words and sentences, strong situational correlation, and high repetition times, which promotes the baby’s acquisition of the five senses and helps the baby’s mother tongue develop. From the embryonic stage, the baby primarily uses their hearing to help them understand the mother tongue. This helps them use multiple senses such as vision, hearing, and touch after birth to carry out language, imitate speech, actions, etc., to deepen the perception and understanding of language. From this viewpoint, listening plays a crucial role in language learning.

5.2 Analysis of the Learning Process of Chinese and Foreign Mother Tongues

Regardless of the Chinese and Western languages, language learning is roughly divided into the following stages.

(1) Early childhood:

Able to understand most everyday conversations, master simple vocabulary and phrases in the native language, and have a relatively large potential vocabulary, and be able to perform simple daily expressions. Generally, the development of listening and speaking skills is more advanced than that of spelling skills.

(2) Adolescence:

Systematically learn the language of your mother tongue through the education system and correct any one-sided or incorrect understanding of some mother tongue vocabulary in infancy and young children. The ability to listen, speak, read, and write was improved in a comprehensive manner. Vocabulary has increased, and slang mastery and oral reading skills have been developed to a certain extent.

(3) Adulthood:

Proficient in language, proficient in using zone expressions.

From the different stages of performance, it is not difficult to find that the mastery of the mother tongue, which is one of the survival skills, begins with listening and speaking, and gradually develops to mobilize the five senses for systematic language learning at the same time, that is, from hearing-based

to five senses. Use change.

6. Explore the Problem Solving of Chinglish from the Perspective of Teaching Perspective

(1) Learn from the laws of acquisition of the mother tongue.

According to the above-mentioned in-depth discussion on the objective laws of infant mother tongue acquisition and the process of Chinese and Western mother tongue acquisition, the author suggests that English teaching starts with the mobilization of hearing (that is, you say I listen), and gradually changes to the use of the five senses, starting from the use of actual language, and gradually turns to the combination of theory and application, focusing on the training of listening and speaking. For specific teaching methods, please refer to Total Physical Response (TPR).

(2) Adjustment of classroom content settings.

Emphasize classroom interaction, establish group division of labor, theme discussion, brainstorming and other engaging and knowledgeable activities. At the same time, it is recommended to adjust the focus of the classroom from “spoon-feeding education” that emphasizes knowledge points such as vocabulary and grammar to gradually focus on grammar theory and practical communication. The combination of practical teaching and application; furthermore, it is recommended that language teaching work be combined with modern technologies such as multimedia to help the scientific improvement of teaching work.

(3) Change in teaching methodology

Some English teachers' teaching draws on traditional teaching concepts and requires adjustment, optimization, and updating in time. The author advocates for weakening the “spoon-feeding education” that unilaterally emphasizes knowledge points such as vocabulary and grammar, instead opting to combine knowledge points with practical application, focusing on the organic combination of theory and practice, and following the objective law of “practice-theory-practice”.

7. Conclusion

Chinglish has a long history. English education in China has existed since the beginning, but its problems have not been solved or even alleviated for years. The existing English teaching mode in China still needs to be continuously improved and development. This paper conducts an in-depth discussion from the perspectives of Chinese and Western English teaching modes, the objective law of mother language acquisition, and seeks for effective ways to help solve the problem of Chinglish from the level of teaching modes.

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