

The Best Method for English Teaching: The Appropriate One

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Abstract

Review Article

English teaching method can not only directly guide the development and practice of English teaching with appropriate theories, but also promote the reform and development of English teaching method, and jointly improve the level of English teaching in China. Many people wants to find out the best method for their study, however, there is no best method ever, only a method appropriate or not. And it will be verified from the following aspects: Language teaching method, Language teaching material, Language learners. An appropriate method in teaching is very important and beneficial for a teacher and students. At present, there exists some challenges of the current development of English teaching methods as following: 1. The results of systematic theory are relatively scarce; 2. Professional research team lacks of integration and construction. In order to meet the challenges, we have come up with suggestions on the future development of English teaching methods in China for reference: 1. Attach more importance to local theoretical research; 2. Fostering an academic community of teaching methods; 3. Make full use of modern information technology. What's more, in order to maximize the teaching effect and learning effect, proper English language teaching materials definitely need to combine with appropriate methods. At last, whichever method always have its own advantages and disadvantages, and different method is suitable for different types of students, different types of teaching materials and different learning conditions.

Keywords: Language Teaching Method, Language Teaching Material, Language Learners, English Teaching.

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INTRODUCTION

In the process of second language teaching, the teacher's teaching method has a great influence on the teaching effect. Therefore, in order to carry out effective teaching, it is of great significance to explore the teaching methods of second language. But we have to understand that it is impossible for us to argue which approach is best, as they have both advantages and limitations, and are suitable for different types of students and various learning conditions. The only thing a teacher can do is to understand the advantages and disadvantages of each method and find out what works best for their students. Thus, we can say that there is no best method, but method appropriate or not. And, we will talk about this topic from the following three aspects: Language teaching method, Language teaching material, Language learners.

1. Language teaching method

Language is usually seen as form—sounds, letters, their combinations into larger units as words, sentences and so forth. Such a set of forms would also be

expected to have meaning and the elements and sequences, by virtue of having meaning, would naturally be expected to be used for communication between individuals who shared the same rules.

As English is the universal language in the world, English language teaching has always attracted much attention, and English language teaching in China has gone through different stages of development.

Since the introduction of English into our teaching field, many foreign English teaching methods, such as the Grammar Translation Method, Direct Method, Situational Language Teaching & The Audiolingual Method and Communicative Language Teaching, have appeared in turn, influencing all aspects of English teaching in our country in various historical periods.

According to Edward Anthony, Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic; a method is procedural.

English teaching method can not only directly guide the development and practice of English teaching in China with appropriate theories, but also promote the reform and development of English teaching method by researchers and teachers, and jointly improve the level of English teaching in China.

1.1 The benefit of appropriate methods in teaching

An appropriate method in teaching is important and beneficial for teacher and students. First, appropriate teaching methods can effectively mobilize the intrinsic enthusiasm and positive attitude of students to participate in English learning, so that students can participate in English learning with an active learning attitude, and develop a positive and optimistic learning habit on the basis of comprehensively improving students' interest in English learning. Second, appropriate teaching methods can make students get edified and infected in a relaxed and pleasant learning atmosphere, so that they can master the English knowledge and deepen their understanding and memory of the knowledge they have learned in the imperceptibly learning scene. Thirdly, appropriate teaching methods can make English classroom teaching knowledge vividly displayed in a pleasant, easy and helpful way for students to master, and effectively help students find potential complex problems in the learning process.

1.2 The challenges of the current development of English teaching methods

As one of the main subjects in primary and secondary schools, it is very important to choose English teaching methods that are suitable for our teaching situation or form a teaching method that meets our teaching needs. Therefore, it is a basic premise to examine the problems existing in the current development of English teaching methods from a rational perspective. To sum up, the current development of English teaching methods in our country mainly has the following problems.

1.2.1 The results of systematic theory are relatively scarce

Systematic theoretical view is very important to the formation and perfection of a teaching method. Since English became a formal curriculum, the study of teaching method aiming at improving teaching effect has always been the focus, but the theoretical construction and systematic exploration have been neglected. Although many experts have published monographs on pedagogy, some monographs mainly focus on the translation of the original English teaching methods, and some monographs mainly verify the foreign teaching methods through teaching experiments rather than original results. In particular, some local English teaching methods are relatively weak in theory and lack of systematic research results. For example, Trinity English teaching method has turned to English training institutions from primary and secondary schools in

recent years, and its development lags behind other teaching schools. One of the reasons is that the theoretical exploration is not deep enough.

There is still a long way to go in order to truly "take root in the local area and integrate with the rest of the world" and form a set of internationally understandable English teaching methods constructed with the Chinese discourse system.

1.2.2 Lack of integration and construction of professional research team

For a long time, foreign language curriculum research in China has been mainly based on individual researchers. Even in large-scale curriculum reform, the arrangement and division of labor of researchers either lacks the core guidance of pedagogical experts, or neglects the participation of first-line foreign language teachers. Researchers seldom combine in the form of research teams, and their research results are mostly derived from individual theoretical exploration or teaching practice, which leads to the separation of theory and practice.

1.3 Some suggestions on the future development of English teaching methods in China

1.3.1 Attach importance to local theoretical research

Linguistic theory is one of the theoretical bases of English teaching method. Generally speaking, the linguistic theories that have emerged in history will give rise to the corresponding theories of language teaching. Linguistics, especially language learning theory, focuses on the theoretical exploration of language and guiding teaching practice, while English teaching principles focus on the research of practical teaching activities and testing of linguistic theories.

1.3.2 Fostering an academic community of teaching methods

The core factor of teaching method is people. Only by establishing a professional research team with exploration spirit and a research community, teaching method can go further. Throughout the history of development, many teaching methods do not pay attention to the professional training of practical teachers, and the reserve of human resources in experiments is insufficient, which eventually leads to the suspension of educational experiments for many years. The experiments of several teaching methods in our country have lasted for ten years or even decades, but there has been an awkward situation where both theoretical exploration and experimental promotion cannot be sustained. This is closely related to the lack of professional research teams and the lack of a systematic research community.

On the one hand, we should tilt the support to researchers from the policy and advocate the construction of academic community; On the other hand,

the supporting projects of cultivating professional research teams should be implemented in a planned way to guide researchers not only to have good pedagogical theory and experimental literacy of teaching methods, but also to have strong professional development ability and sense of responsibility.

1.3.3 Make full use of modern information technology

In the digital era, information technology permeates every field of life at an unprecedented speed, and education is no exception. Junior high school English teaching also needs to keep up with The Times and make full use of information technology. With the popularization of the Internet and the wide application of intelligent devices, rich and diverse information technology means, such as multimedia teaching, online learning platforms, educational software, etc., can inject new vitality into English teaching.

On the one hand, information technology can not only greatly enrich the resources for English teaching, but also these rich and diverse teaching resources can break the limitations of traditional textbooks, making the teaching content more vivid and comprehensive and injecting new vitality into English teaching. On the other hand, compared with the monotonous and dull traditional teaching methods, teaching combined with information technology can fully mobilize students' multiple senses, stimulate their curiosity and thirst for knowledge, transform from passive learning to active exploration, and thus greatly enhance their interest and enthusiasm in learning English. Finally, information technology can enable English teaching to achieve personalized learning better. Online learning platforms can precisely analyze students' strengths and weaknesses based on their learning situations and provide personalized push notifications, thereby meeting the learning needs of different students and enhancing their learning efficiency and effectiveness. Moreover, students can arrange their studies according to their own time and pace, independently choose the learning content and methods they are interested in, and fully exert their subjective initiative, thus achieving personalized learning and all-round development.

Thus, Junior high school English teachers should make full use of modern information technology, innovate English teaching methods and means, stimulate students' learning interest and initiative from multiple perspectives, and open up new paths for the improvement of junior high school English teaching quality. And here are some measures that they can take.

To sum up, since only reasonable use of appropriate teaching methods can make the teaching effect achieve twice the result with half the effort, there exists only appropriate method but no best method in the language teaching.

2. Language teaching material

English language teaching materials play an important role in English teaching. Generally speaking, English language teaching materials are presented in the form of textbooks, but they are not limited to this. All forms that can serve as the carrier of English teaching content belong to the category of English language teaching materials, such as concrete teaching equipment, abstract teaching methods, teaching activities, etc.

2.1 The importance of proper Language teaching materials

It is important to note here that the material not only provides effective guidance on how teachers and students interact with each other, but also how they should speak and interact with each other. The task of teachers is to use real language materials to reasonably design teaching activities according to the actual level of students, to improve the degree of students' participation, and thus improve their interaction ability.

In the language class, if you want students to have something to say and speak well, they must first understand and be familiar with the content of the material in order to carry out in-depth processing of the language. In the process of reading materials, students will directly be affected by the understanding of unfamiliar words and sentence patterns, and some students will even lose confidence in language learning. They will seem ambivalent, expecting to learn new skills on the one hand, but nervous because of the fear of failure on the other hand. To solve this problem, teachers need to choose the language materials prudently and design some proper activities for them. And when choosing language materials, teachers should try their best to choose materials that meet the interest of students at their language level.

In foreign language teaching, in order to promote the communication between the two sides, we should actively stimulate and maintain the interest of students to participate in interactive activities. If the interest does not exist, there may be a superficial form of dialogue, but it is impossible to exchange personal information and ideas. Therefore, to make effective use of real language materials and stimulate students' interest in participating in activities, we should carefully study a series of issues such as where we can obtain real materials, how to plan unit activities, what kind of themes to choose, what kind of practice activities to arrange, and how to carry out work in the activities for teachers, so as to truly improve students' language ability.

2.2 The features of proper English language teaching materials

Firstly, English language teaching materials should be scientific and rich. The scientific character and richness of teaching materials are the basis to ensure the

effective play of teaching materials, among which, "The scientific character" means that the knowledge contained in teaching materials is correct and beneficial, which can have a beneficial impact on the development of students; "Richness" means that the teaching materials contain all aspects of knowledge and can meet the needs of students in many aspects. Taking college English as an example, first of all, teaching materials should play the role of "connecting the previous with the next". Especially when college students enter the university, if teaching materials lack the connection with high school English, the continuity of knowledge learning will be affected, and it will be difficult for students to understand the new teaching materials. The design of teaching materials is not random, it should follow the law of "from simple to complex, from low level to high level", and the connection of teaching materials should be taken into account between adjacent phases of studying. When teaching materials are completely separated from students' original knowledge, it will increase the difficulty of students' learning, especially for students with weak English foundation, which is tantamount to "worse". At the same time, teachers should pay attention to students' cognitive level when designing new teaching materials.

Secondly, the teaching materials should be well integrated with the nature of the subject to lay a foundation for cultivating cross-cultural communication talents. The English subject has two properties, instrumental and humanistic, which are opposite to each other to some extent. In order to achieve a good integration effect, the following aspects should be achieved: First, the two should be separated in the design of teaching materials, and then peer-to-peer learning should be carried out to ensure that the English cultural content is paid much attention to and reflected in actual teaching; Second, in a certain stage, teachers can make the two characteristics of the primary integration, such as starting from the general communication in social places, so that learners can not only learn the correct use of communication, but also understand the cultural meaning behind it; The third is to expand the scope of integration, such as in politics, religion, legal system and other fields, which is of great significance for learners to further understand and learn English language. Not only that, but also the cultural depth can cause learners to think about the differences between different cultures.

In conclusion, proper English language teaching materials are the key part of language teaching. Since it is also the bridge between students and a teacher, its importance is self-evident. And to maximize the teaching effect and learning effect, proper English language teaching materials definitely need to combine with appropriate methods.

3. Language learners

In the process of learning, learners are the subjects of both learning and teaching activities, and their learning attitude and motivation play a role in initiating, orienting, guiding, regulating and strengthening in the learning process. Pit Corder clearly states that "anyone can learn a language if they are motivated to learn it." Motivation is considered to involve the origin, direction, intensity and persistence of behavior, and it is an internal driving force that enables learners to move towards the desired goal.

Language learning is a kind of behavior; therefore, the learning motivation of language learners must have an impact on their language learning behavior. In foreign language teaching, teachers should use appropriate and flexible teaching strategies to stimulate students' drive for language acquisition and strengthen learners' motivation and learning engagement, so as to improve the efficiency of foreign language teaching and further enhance learners' linguistic competence.

3.1 The learning engagement of language learners

The existing research shows that learning engagement is an important index to evaluate learners' learning quality. At present, many researchers at home and abroad have made in-depth studies on the influencing factors of learning engagement, and the research on the influencing factors of learning engagement is of great significance for improving learners' learning engagement level and improving teaching quality. In recent years, with the continuous popularization of Elementary Education and the continuous expansion of colleges and universities, China's education level has been significantly improved, while making progress, there are also some problems, one of the most representative ones is that part of the students' learning motivation is insufficient, students' learning input is low. Therefore, how to enhance learners' learning engagement, to promote learners to actively participate in learning activities, and to improve their learning effect is an urgent practical problem to be solved at present.

3.2 The influencing factors of learning engagement

3.2.1 Learners themselves

Learning behavior is subjective and controlled by individuals. Therefore, learners' learning engagement is influenced by their own will, belief, quality and other internal conditions, and learners' individual factors have a significant impact on learning engagement. If the learner has a strong sense of self-efficacy, thus generating a strong learning motivation, then the learner will consciously produce the willingness to learn, put a lot of energy and enter the learning state, thus improving the learner's learning engagement. Therefore, improving students' self-efficacy and encouraging learners to be the masters of their own learning can effectively improve the level of learners' learning engagement.

3.2.2 Learning environment

As a tendency of human behavior, learning engagement is closely related to the surrounding environment, and the learning environment atmosphere where the learner is in will inevitably affect the learning level of the learner. The more positive and healthier the learning environment the learner is in, the higher the learner's willingness to learn and the higher the learning engagement he will have. Therefore, learners' learning involvement will be affected by the surrounding environmental factors. In the implementation of teaching, we can start from the learning environment to create a positive and favorable learning environment for learners to improve their involvement in learning.

3.2.3 Learning peers

In learning activities, learners can act as observers to observe other learners' active learning behaviors, and consciously develop willingness and enthusiasm for learning in the process of observing others' behaviors, thus promoting their own learning. Besides, the cognitive interaction and emotional communication between learners and other learning peers in the learning process can be more conducive to learners' involvement in learning activities. Therefore, the positive learning behaviors of other learning peers can promote the positive development of learners' learning engagement.

3.3 The strategies for improving learning engagement

3.3.1 Enhance learners' self-efficacy

From the above analysis, it can be seen that students' self-efficacy is an important factor affecting the level of learning engagement. At the same time, previous studies have also shown that the higher the sense of self-efficacy, the higher the level of students' learning participation and learning engagement, the more likely students are to achieve better learning results. Therefore, in learning activities, by optimizing the design of learning activities to maintain and strengthen students' self-efficacy to the maximum extent is an important strategy to improve students' learning engagement.

3.3.2 Create a good learning environment and a good learning atmosphere

From the above analysis, we can conclude that a good learning engagement depends on a good learning environment. Therefore, we should actively create a good learning atmosphere or environment from all levels. For example, we can start from the levels of government, society, schools and teachers.

3.3.3 Use the model power of learning peers

Other learning peers in the learning process are the groups that learners must contact. Therefore, there are quite a lot of opportunities for learners to exchange learning content, learning methods, and other problems encountered in learning. Due to the different knowledge backgrounds, different learning environments and

different ways of thinking of each student participating in learning, each student has his or her own unique advantages, and the transmission and mutual influence of these advantages among learners will be amplified. Therefore, learners should have full communication with each other and constantly understand the advantages and strengths of themselves and others in the process of competition and cooperation. At the same time, they can realize their shortcomings, which is conducive to forming a good situation and atmosphere of mutual complementarity and win-win cooperation between learners. Therefore, making full use of the positive role of learning peers is helpful to improve learners' learning engagement.

3.3.4 Stimulate students' interest in learning

Teachers should pay attention to the individual differences and needs of learners, and adopt flexible teaching strategies and methods according to the individual differences and needs of learners to adapt to the needs of different learners. Through the design of interesting and challenging learning activities and tasks, to stimulate learners' learning interest and motivation, and pay attention to the cultivation of learners' independent learning ability, innovation ability and problem-solving ability, in order to promote the comprehensive development of learners. The implementation of these principles is conducive to improving the quality and effect of teaching and promoting the comprehensive quality and ability of learners.

In a word, since learners themselves are the most key factor in the learning, each learner has his own characteristic and personality, and his learning habit and learning method are always different from each other. That is to say the method one thinks is the best, while the other think is the worst. Learning is a long process; teachers should try their best to find an appropriate method for their students to arouse students' interest in study and help them cultivate self-discipline habit and learn self-learning management.

4. CONCLUSION

From what have been discussed above, whichever method always have its own advantages and disadvantages, and different method is suitable for different types of students, different types of teaching materials and different learning conditions. There is no best method ever, and as a teacher, he just needs to find out what works best for his students. Thus, we can say that there is no best method, but method appropriate or not.

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