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The Impact of Classroom Cultural Differences on English Pedagogy: A Comparative Study Between China and the United States

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Abstract: Driven by distinct educational contexts and cultural backgrounds, English teaching practices in China (typically an EFL context) and the United States (an ESL context) exhibit varying pedagogical focuses. Traditional English instruction in China tends to emphasize grammar accuracy and vocabulary retention, whereas communicative language teaching (CTL) in the United States often places greater emphasis on practical application and interaction. This paper examines how these contextual and cultural differences shape English teaching methods in both countries. Furthermore, the paper explores the role of the flipped classroom as an innovative pedagogical approach to bridge cultural gaps and enhance language acquisition. Through a comparative analysis of classroom practices and cultural dimensions, this study highlights the necessity of integrating communicative activities into traditional settings, and vice versa. The findings suggest that rather than prioritizing one educational model over another, a culturally responsive approach that combines the strengths of both contexts can better facilitate English learning, offering practical implications for educators in cross-cultural environments.

Keywords: Chinese and American cultural differences; English teaching; Flipped classroom

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1. Introduction

In the context of globalized communication, English language teaching (ELT) has become increasingly vital across the world. However, the effectiveness of ELT is profoundly shaped by the learning environment. In applied linguistics, a fundamental distinction is made between English as a Foreign Language (EFL) and English as a Second Language (ESL). In an EFL context, such as in China, English is learned primarily within the classroom and is not the dominant language of daily communication. Conversely, in an ESL context, such as in the United States, English is used widely in society and services as the primary medium for academic and social interaction. These distinct contextual environments inevitably lead to divergent

pedagogical priorities and learning outcomes.

Within these specific contexts, the pedagogical approaches in the United States demonstrate notable variations. Traditionally, English instruction in Chinese classrooms tends to emphasize linguistic accuracy, grammar rules, and vocabulary retention, reflecting a knowledge-oriented educational culture. In contrast, English teaching in American classrooms frequently adopts a more communicative and student-centered paradigm, focusing on practical application and interactive competence. Rather than representing a dichotomy of superiority and inferiority, these pedagogical differences are deeply rooted in their respective cultural dimensions and educational philosophies. Understanding these culturally embedded teaching practices is essential for educators to avoid one-size-fits-all approaches.

Despite these established differences, there remains a need to explore how these cultural factors specifically influence English learning and how innovative pedagogical models can bridge the gap. The flipped classroom model, with shifts in direct instruction from the group learning space to the individual learning space, has gained traction as a flexible approach that can be adapted to diverse cultural contexts. As far as it is concerned, this paper aims to investigate the influence of cultural differences between China and the United States on English learning from an EFL/ESL perspective. By analyzing specific teaching practices, this study will further explore the potential of integrating the flipped classroom to optimize learning efficiency in both contexts.

1.1. Research background

Since China's reform and opening up, economic globalization has promoted close communication between China and the world, making English popular in China. As the world's common language, English has become a bridge connecting China and the world. However, English language teaching contexts vary. In China, in an English as a Foreign Language (EFL) context, traditional pedagogical approaches tend to be predominantly form-focused. Classroom instruction frequently prioritizes linguistic accuracy, grammar rules, and lexicon retention in highly structured learning environments. While this approach effectively trains students' problem-solving skills and test-taking abilities, it often leaves limited room for developing oral proficiency and communicative competence in authentic contexts.

Consequently, a prominent challenge in this EFL context is the insufficient emphasis on cross-cultural communication and pragmatic understanding. When learners lack in-depth knowledge of target language cultures, they may encounter pragmatic failures, leading to misunderstandings or communication breakdowns in real-life interactions. This highlights a critical need in current ELT practices: instruction should not be confined to the dissemination of theoretical linguistic knowledge. Instead, it is essential to cultivate students' cultural awareness and enable them to understand the cultural nuances embedded in language use.

Given that language and culture are inextricably linked, enhancing teachers' and pupils' intercultural consciousness is paramount. By understanding the cultural factors influencing language learning and communication, educators can help students avoid interpreting target cultures solely through their native cognitive frameworks. From the author's perspective, exploring the cultural distinctions between China and the United States, and how these differences shape English learning, is of significant practical importance.

1.2. Research significance

The significance of this paper extends far beyond a mere exploration of the impact of cultural differences between China and the United States on English language learning. In the era of globalization, where borders

are increasingly blurred and international communication has become a daily necessity, the cultivation of cross-cultural communication skills has emerged as a paramount objective for English learners worldwide. This study delves deeply into the nuanced differences that exist between the educational paradigms, pedagogical approaches, and cultural paradigms of China and the United States, aiming to elucidate the intricate ways in which these disparities influence the English learning journey of Chinese students. By meticulously analyzing the distinct educational models prevalent in both countries, this paper uncovers the foundational principles that shape learning environments and methodologies. It examines how China's emphasis on rote memorization and standardized testing contrasts with the United States' focus on critical thinking, creativity, and experiential learning. Furthermore, it delves into the teaching methods employed, highlighting the contrast between China's traditional lecture-based instruction and the interactive, student-centered approaches favored in American classrooms.

Moreover, this research explores the profound impact of cultural perceptions on language acquisition. It discusses how Chinese students' understanding of English is influenced by their cultural background, including values, beliefs, and communication norms. Conversely, it also examines how American cultural nuances, such as directness in communication and individualism, can pose challenges and opportunities for Chinese learners.

Building on these insights, the paper proposes a comprehensive set of strategies tailored to help Chinese students enhance their foreign language proficiency, particularly in non-native English-speaking environments. These strategies encompass innovative teaching techniques, cultural immersion activities, and the integration of technology to bridge cultural gaps. The implementation of these strategies is poised not only to catalyze the reform of English education in China but also to significantly bolster students' practical language skills.

1.3. Research methods

The literature research method employed in this study involves a meticulous and comprehensive collection, as well as an in-depth analysis, of pertinent literature materials. This extensive review spans various fields of inquiry, including but not limited to the series on "Americanism Cultural Differences," "Cross-Cultural Communication," "Foreign Language Teaching," and other related disciplines. Additionally, the study delves into literature that examines the profound influence of culture on language teaching methodologies. By synthesizing insights from these diverse sources, the research establishes a robust theoretical foundation and reference framework, which serves as the bedrock for subsequent analyses and discussions. With "cultural differences" as the pivotal concept, this paper meticulously constructs a Chinese-American English learning system. This system is designed to elucidate the intricate interplay between cultural disparities and the learning of English in both China and the United States. Through rigorous logical analysis, the study dissects how these cultural differences manifest in various aspects of English language acquisition, such as linguistic structures, communication styles, and learning strategies.

Furthermore, the paper embarks on a logical reasoning journey to unravel the mechanism of cultural differences' influence on English learning. It explores how cultural nuances shape learners' perceptions of the language, their approaches to learning, and ultimately, their proficiency levels. This analysis is not confined to merely describing the differences; rather, it delves into the underlying causes and consequences, offering a nuanced understanding of the complex relationship between culture and language learning.

Building on this foundation, the study proposes innovative strategies for improving English learning under different cultural backgrounds. It emphasizes the need for culturally responsive teaching methods that

acknowledge and leverage the unique cultural perspectives of learners. The paper argues that by incorporating elements of both Chinese and American cultural contexts into the teaching and learning process, educators can foster an environment that is conducive to deeper language acquisition and cross-cultural understanding.

In conclusion, the literature research method and logical analysis employed in this study provide a comprehensive and insightful exploration of the impact of cultural differences on English learning between China and the United States. The findings not only contribute to the theoretical discourse on cross-cultural communication and foreign language teaching but also offer practical implications for educators and learners seeking to navigate the complexities of language learning in a globalized world.

1.4. Research objects

This paper focuses on the profound influence of Chinese and American cultures on the process of English learning. At its core, the author posits that "culture" stands as the linchpin of language acquisition, a multifaceted construct that encompasses family education, school education, and social education, each playing an indispensable role in shaping an individual's linguistic proficiency and communicative competence.

Within this framework, the paper specifically examines the impact of Americanism cultural differences on English learning. It acknowledges that cultural disparities between China and the United States extend far beyond mere linguistic variations; they permeate every aspect of education and societal norms, thereby influencing how English is taught, learned, and utilized in each context.

By delving into the nuanced interplay between these cultural factors and English learning, the paper aims to uncover how cultural orientations, values, and practices shape learners' approaches to the language. It explores how family backgrounds, educational methodologies, and social interactions, all steeped in their respective cultural milieus, contribute to the distinct learning outcomes observed among Chinese and American English learners. Ultimately, this research endeavor seeks to highlight the importance of recognizing and addressing cultural differences in the realm of English language education. By understanding how Americanism cultural disparities influence learning, educators can tailor their teaching strategies to better accommodate the diverse needs and perspectives of their students, fostering a more inclusive and effective learning environment.

2. Review of literature

This thesis focuses on the influence of Chinese and American culture on English learning. The literature review of this paper is mainly a review of the influence of Chinese and American culture on English learning. Before the review, it is necessary to define the concept of influence on English learning.

2.1. Concept deficit

2.1.1. English oral communication

As for the definition of oral English communication, different scholars have different views [1]. According to Chi (2021), oral English communicative competence refers to the ability to effectively communicate in English in real contexts, which involves the comprehensive use of phonetics, intonation, vocabulary, grammar, discourse, and other aspects, as well as adaptability and appropriateness in different social occasions [2]. Aha (2021) proposed that oral English communication competence not only includes the accurate use of language, but also involves non-verbal communication skills, such as body language and facial expressions,

as well as interaction and feedback in communication, which are important components to achieve effective communication [3]. Deng (2024) emphasizes that oral English communication ability is particularly important in business English, which requires not only fluency and accuracy of language, but also the ability to understand and adapt to business etiquette and communication habits under different cultural backgrounds, which is crucial for international business activities in such fields as Chino-US tea trade. From the perspective of "Internet" education, H (2018) believes that the cultivation of oral English communication ability should be combined with modern information technology, and students' oral practice opportunities and autonomous learning ability should be improved through online platforms and multimedia tools, so as to better adapt to the language learning needs of the digital age [4].

2.1.2. English grammar

When exploring the core concepts of English grammar, English grammar is often thought of as a set of rules that guide how English words are combined into sentences and how those sentences are used correctly to express ideas. This includes parts of speech, tense, voice, sentence structure, and so on. For example, Li (2024) also mentioned the application and importance of grammar in different cultural backgrounds when discussing media English under the cultural differences between China and the United States [5–6]. Li and Wang (2020) explore the cultural factors and translation strategies of business English in the China–US tea trade, which may include an analysis of the application of English grammar in specific business contexts [7]. Ian (2023), when studying the influence of British and American culture on college English majors' learning, may also involve how grammar learning is affected by cultural differences. When exploring the core concepts of English grammar, English grammar is often thought of as a set of rules that guide how English words are combined into sentences and how those sentences are used correctly to express ideas. This includes parts of speech, tense, voice, sentence structure, and so on. For example, Wang (2024) mentions that business English plays an important role in the tea trade between China and the US, which implies the importance of grammar in business communication, especially in the context of cross-cultural communication [8].

2.1.3. English teaching

English teaching during our school refers to the systematic and structured process of imparting knowledge, skills, and language proficiency to students in grades seven through nine. It encompasses a variety of instructional strategies, such as lectures, discussions, group activities, multimedia presentations, and assessments, all aimed at facilitating students' understanding and mastery of English language components like grammar, vocabulary, reading comprehension, writing, listening, and speaking. Effective classroom teaching in our school English involves creating a conducive learning environment that fosters student engagement, participation, and critical thinking while addressing diverse learning needs and promoting language fluency. Teachers play a pivotal role in designing and delivering engaging lessons, providing constructive feedback, and assessing students' progress to ensure continuous improvement and achievement of learning objectives.

2.2. Research status at home

At present, the domestic and foreign studies on the cultural differences between China and America are mainly reflected in two respects: first, the influence of different cultural backgrounds on language learning; Second, differences in English teaching in different cultures. In terms of cultural differences, both at home and abroad mainly focus on the study of the English language. English is the "fuse" of the cultural differences

between China and the United States. If people want to study the influence of different cultures on language learning, they have to specifically study English culture, and then summarize the influence of Chinese and American culture on foreign language learning based on the study of English. This is the basic idea of studying the influence of Chinese and American culture on English learning.

On CNKI, a total of 8 articles with the title "Chino-US cultural Differences," 14 articles with the title "Sui Cultural Exchanges," and 6 articles exploring "the impact of Chino-US cultural differences on the neutrality of English classrooms" were retrieved. Based on these studies, 30 studies related to "the impact of American cultural differences on English learning" were selected.

Through reading these studies, it is found that with the comparison and exploration of Chinese and American English learning, the study of foreign language learning has also increased. At present, research on foreign language learning is mainly divided into two categories: one is based on the foreign language learning methods of English scholars, and the other is based on the embodiment of foreign language learning in classical works.

The study of English scholars' foreign language learning methods, such as Ye

Dan, can be subdivided into a comprehensive study of Ian Honshu's social and historical conditions and core views of foreign language learning, as well as a partial study of Han Suasion's traditional Chinese culture methods, theoretical characteristics, theoretical system, and theoretical support [9]. The main research content is the foreign language learning methods contained in classic works, such as Walden Pond and The Old Man and the Sea. Compared with classical studies on foreign language learning methods, there are few studies that directly focus on the cultural differences between China and the United States.

In the literature search, 14 articles mainly study "cross-cultural communication" [10]. It can be seen that few studies directly pay attention to the cultural differences between China and America. According to the definition of English communicative learning methods, the study of the influence of Chinese and American cultural differences on English learning should pay special attention to the Chinese and American cultural differences in family, society, and school English teaching. Since family education is the cornerstone of school and society, it is necessary to study the influence of the differences between Chinese and American cultures on family education.

2.3. Summary of literature

Chinese students tend to emphasize theory and exam skills in English learning, but neglect the improvement of American cultural literacy, the cultivation of oral ability in cross-cultural communication, and the understanding of other cultures through foreign language learning. In the middle of the 20th century, Western English teaching methods had an impact on the concept of English teaching in China, but the application of cultural differences between China and the United States in teaching lacked systematic and theoretical support. Improving oral English ability requires more practice, and improving intercultural communication ability is crucial to English learning. The differences between China and the United States in English teaching are reflected in teaching concepts and practical methods. China emphasizes teacher-led teaching and examination skills, while the United States focuses on student-centered teaching and practical application. Social education promotes foreign language learning by providing diverse opportunities for language practice. China and the United States have their own advantages in education and should learn from each other to improve the quality of education in the future. By stimulating students' curiosity and

thirst for knowledge, heuristic teaching cultivates students' innovative thinking and critical thinking, which contributes to their all-round development. Heuristic teaching in American culture emphasizes diversity and inclusion and helps students develop global perspectives and intercultural communication skills.

3. The influence of cultural differences between China and the United States in practical and theoretical English learning

Cultural differences between China and the United States shape distinct approaches to English learning in both theory and practice [11]. Chinese English education tends to focus on grammar rules and mastery of written expression, while American education emphasizes language's practical application and the cultivation of communication skills. This section explores these differences through two aspects: communicative learning and grammar instruction.

3.1. Differences in communicative learning

The cultural backgrounds of China and the United States result in different focuses on communicative learning in English education. Chinese students often learn English primarily to meet testing requirements, while American students focus on language as a tool for practical communication. This difference highlights the role of cross-cultural needs and communication skills in shaping language education in both countries.

3.1.1. Understanding context and pronunciation in oral English

In today's globalized world, strong spoken English skills are essential for both personal and professional development. However, knowing vocabulary and grammar is not enough; understanding context and pronunciation is equally important. American students often learn these contextual nuances through daily interactions and practical exercises. Chinese students, on the other hand, have fewer opportunities to practice in real communicative environments, focusing more on textbook knowledge and memorization.

To help Chinese students improve their contextual understanding, teachers might encourage students to listen to English radio, watch English television shows, participate in English-speaking events, and engage with native speakers. These activities can expose them to various contexts and expand their vocabulary and comprehension.

3.1.2. Using appropriate expression in oral communication

Verbal communication plays a critical role in everyday interactions, and miscommunication can easily occur without a good command of appropriate expression. American classrooms encourage students to freely express ideas and engage in discussions, while Chinese classrooms often emphasize respect and attentiveness, where students are more accustomed to listening rather than actively expressing themselves.

In cross-cultural communication, using the correct expressions is essential. For example, students should use appropriate greetings and polite expressions according to cultural norms, and pay attention to non-verbal communication (like body language and facial expressions) to avoid misunderstandings or offending others.

3.2. Differences in English grammar teaching methods

Chinese English education often emphasizes systematic grammar instruction and memorization, while American education focuses on understanding and applying grammar rules in real contexts [12]. This

difference stems from distinct educational philosophies, with China prioritizing theoretical knowledge accumulation and the United States emphasizing language as a practical communication tool.

3.2.1. English grammar teaching methods in China

In China, grammar instruction typically follows a structured, gradual approach, with teachers relying on textbooks to introduce grammar rules in a step-by-step manner. Common methods include the "listening and speaking approach" and the "cognitive approach."

Listening and Speaking Approach: This method cultivates students' sense of language through extensive listening and speaking practice. Teachers might play English recordings or organize dialogues to help students internalize grammar rules naturally. This approach emphasizes imitation and memorization of sentence patterns.

Cognitive Approach: This method divides grammar teaching into three stages: understanding language, developing language skills, and applying language. It focuses on training students' thinking skills, often through deductive or inductive instruction, and uses example sentences to aid understanding. The "natural approach" is another method, which emphasizes self-acquisition of grammar knowledge in a natural language environment.

3.2.2. English grammar teaching methods in the United States

In the United States, grammar instruction focuses on practical applications, encouraging students to understand and use grammar through reading and writing. Teachers often use visual aids (such as teaching posters and icons) to present grammar rules clearly to students.

Classroom Interaction: Teachers adapt grammar instruction to students' age, learning level, and interests. For younger students, grammar is often taught through games and interactive activities, while high school or college students might strengthen grammar skills through reading and writing exercises.

Practical Application: Grammar rules are practiced in real-life contexts through role-playing, group discussions, and situational dialogues, enabling students to use English more confidently in practical settings and to understand grammar more intuitively.

4. The differences between China and the United States in English teaching

English education in China has traditionally been exam-oriented, focusing on foundational skills, while the United States emphasizes communicative and practical use of language [13]. This chapter examines the impact of cultural values on teaching goals, methodologies, and learning outcomes in both countries, and explores how these differences provide opportunities for mutual learning and improvement.

4.1. Comparative analysis of English teaching goals and methods

English teaching approaches in China and the United States differ primarily in their objectives, teaching methods, and evaluation systems, which reflect each culture's educational values. As globalization deepens, cross-cultural exchange in English teaching can foster greater educational quality and intercultural communication skills.

4.1.1. The role of school education in English learning

In both countries, school-based education serves as the foundation for language learning, but with

contrasting emphases:

China: Chinese schools focus on systematic grammar, vocabulary, and reading

comprehension through structured courses aimed at building solid language fundamentals. While this approach reinforces students' exam performance, it may limit the development of practical language skills.

The United States: American schools emphasize practical application, using a student-centered approach that incorporates discussions, project-based learning, and role-playing to develop critical thinking and problem-solving skills. This prepares students to use English in real-life settings.

Including multicultural elements, such as cross-cultural communication and foreign media appreciation, can enhance students' global perspectives and intercultural communication skills, making English a tool for understanding diverse cultures.

4.1.2. Influence of family education on language learning

Family environments in both countries shape language learning attitudes and habits:

China: Many families prioritize exam success and focus on vocabulary and grammar drills. Although this fosters strong foundational skills, it may not develop communicative confidence.

The United States: American families often encourage experiential learning by involving children in storytelling, language games, or international travel, thereby building conversational skills and cultural awareness. By fostering curiosity and open-ended exploration, this approach promotes a flexible, creative approach to language use.

Parental involvement in providing diverse resources, such as apps, reading materials, or language clubs, can strengthen language learning in both settings.

4.1.3. Social and extracurricular contributions to English learning

Beyond schools and families, social environments also impact language acquisition:

China: Social learning opportunities, such as English competitions, study groups, and cultural exchanges, are valuable but limited. Schools and communities could expand such programs to increase students' exposure to English in practical scenarios.

The United States: In the United States, extracurricular activities (e. g., debate clubs, drama, or international exchange programs) immerse students in language practice and help them build confidence. Exposure to diverse cultures through these programs also fosters empathy and communication skills, preparing students for global interactions.

Increasing access to community-based language activities in both countries can enhance students' motivation and confidence in English communication.

4.2. English teaching concepts in different cultural contexts

Differences in educational philosophies between China and the United States shape teacher-student interactions and classroom dynamics.

4.2.1. Teacher-led approach in Chinese classrooms

Chinese English education traditionally follows a teacher-centered model, prioritizing knowledge transmission and test preparation. Teachers focus on grammar rules, vocabulary lists, and reading comprehension, encouraging students to excel in structured exams. This approach fosters a disciplined learning

environment but may restrict students' spontaneous use of English in communication. Recently, more interactive methods, like group work, have been introduced, but the focus remains heavily on accuracy and exam readiness.

4.2.2. Student-centered approach in American classrooms

In contrast, American classrooms prioritize student engagement and active participation. Teachers often use project-based learning, discussions, and role-playing, encouraging students to apply language in realistic contexts. This approach allows students to express ideas freely, collaborate on problem-solving tasks, and develop critical thinking skills. By fostering a supportive and interactive classroom environment, this model emphasizes students' personal growth and communication skills over rote learning.

4.3. Cultural influence on teaching styles and patterns

The distinct cultural foundations of China and the United States strongly influence each country's teaching style and language learning outcomes.

4.3.1. Knowledge-based teaching approach in China

Chinese culture places high value on knowledge accumulation, respect for teachers, and hard work. These values support an education system focused on foundational knowledge, discipline, and standardized testing. However, this approach may overemphasize the development of critical thinking and practical skills, as students focus primarily on achieving high test scores rather than cultivating communicative fluency.

4.3.2. Skills-based teaching approach in the United States

American culture values individualism, innovation, and practical experience. As a result, American education emphasizes experiential learning, critical thinking, and problem-solving. By encouraging students to challenge norms and express diverse perspectives, American classrooms foster independence and adaptability, essential for effective

language use. However, some argue that this model could benefit from a stronger emphasis on grammar and foundational skills.

4.4. The role of flipped classrooms in English teaching

Flipped classrooms have become popular in both China and the United States as an innovative approach that complements traditional teaching methods.

4.4.1. Benefits of flipped classrooms for diverse learners

In a flipped classroom, students study core materials (e. g., videos, articles) independently before class, allowing class time for discussion, application, and collaboration. This model benefits students by:

Allowing personalized learning, as students can review challenging materials at their own pace.

Enhancing engagement through active, interactive class activities focused on problem-solving and critical thinking.

Flipped classrooms can be adapted to both education systems, addressing the need for both foundational knowledge (China) and practical application (United States).

4.4.2. Implementing flipped classrooms across educational levels

Primary and Secondary Education: Flipped classrooms can help address diverse language abilities by allowing students to learn at their own pace. In China, this approach could reduce classroom pressure and make language learning more enjoyable. In the United States, it supports collaborative learning and practical language application.

Higher Education and Vocational Training: Flipped classrooms provide advanced learners with a platform to build in-depth understanding and practice professional communication. This method can benefit both Chinese and American students by simulating real-world language use and fostering critical thinking and teamwork.

4.5. Comparative analysis of teaching strengths and weaknesses in China and the United States

Both the Chinese and American educational models offer unique advantages and face distinct challenges.

4.5.1. Advantages of the United States heuristic (inquiry-based) teaching model

The United States model encourages students to ask questions, explore new ideas, and develop critical thinking skills. By fostering creativity and independence, this approach helps students actively participate in language learning, strengthening both their engagement and communicative abilities. The inclusive environment in American classrooms also supports diverse learning styles and perspectives, nurturing students' intercultural skills.

4.5.2. Limitations of China's memorization-based (didactic) model

While China's model builds a strong foundation in grammar and vocabulary, the emphasis on memorization can make learning less engaging. This system may limit students' willingness to participate actively in discussions or use English creatively. Addressing these limitations by incorporating more interactive, communication-focused activities could better balance foundational knowledge with language application.

4.5.3. Moving forward: Blending teaching approaches

To optimize English education, both countries can benefit from integrating elements of each other's models. For instance:

China could incorporate more interactive and communicative activities to encourage students to use English practically.

The United States could strengthen grammar instruction within a structured framework to support foundational knowledge.

In the context of global education reform, these complementary strengths offer valuable insights for creating an educational model that balances knowledge acquisition with practical application.

5. Conclusion

The cultural differences between China and the United States have a profound impact on English learning, which is reflected in language habits, thinking patterns, social customs, and values. In the face of these differences, learners should actively adopt strategies to enhance cultural awareness and improve cross-cultural communication skills to adapt to the global language environment. Through continuous learning and practice, educators can better master the English language and promote understanding and communication

between different cultures.

Disclosure statement

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