

## A Comparative Study of Academic English Course Between Western Countries and China

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### Abstract

To date, international exchanges in the academic field have been closer. In cross-cultural communication, academic English plays an essential role in assisting spreading ideas and findings. However, most Chinese universities provide less support in the training of academic English ability for their students. This research is based on a mixed-method. A questionnaire is used to investigate the demand for Chinese graduates in academic English learning. To make a comparison, international students studying abroad were also surveyed their views on academic English. Also, referring to the current academic English course in America, British, Japan, and China, two professors from Chinese universities were interviewed to determine why academic courses share less university concentration in China. The significance of this study could be presented in two aspects. The primary aspect is to raise the attention of Chinese universities on academic English teaching. The second part provides some suggestions about running an academic English course based on Chinese students' preferences and characters.

### Keywords

Academic English; Mix-method; Demand for academic English; Internationalization.

### 1. Introduction

Due to economic globalization and information technology development, economic and cultural exchanges between countries have been greatly improved. In particular, the internationalization of cultural exchanges provides many opportunities for China's higher education. However, the most severe challenge in the exchange process is the cultural differences between Eastern and Western countries.

Academic English is regarded as one of the critical factors for researchers in higher education. This paper aims to review recent research comparing differences in academic English writing between Eastern and Western countries caused by cultural differences. This study's objective was to investigate the integration of the advantages of Western academic English writing into an academic English writing teaching method suitable for Chinese students.

The first chapter of this paper will introduce the background of academic English in the context of internationalization. Chapter two presents previous research. The third chapter begins by laying out the theoretical dimensions of the research, which is concerned with the methodology

used for this study. Chapter four analyses the results of semi-structured interviews and surveys that focus group discussions undertaken.

## 2. Literature Review

### 2.1. Development and practice of Academic English

English for academic purposes, as an essential part of English for a specific purpose, has been discussed as an independent topic in recent decades. Gillett (2004) defines English learning as "language and associated skills that students need to undertake study in higher education through the medium of English." Some other scholars (Hyland and Hamp-Lyons, 2002) also state similar definitions in their work. However, the previous descriptions of EAP mainly focus on students of Anglophone countries where regard English as the first language. These definitions may need to update under current situations. In journals published in 2020, Su (2020) believes that academic English is a kind of English that can meet students' needs with a strong English foundation to improve their abilities further and build a bridge from basic English to professional English. L2 students worldwide could gain the chance to study in English-speaking countries and access English tertiary education (Hadley, 2014).

As an independent branch, the origin of academic English could date back to the 1980s. Based on an in-depth analysis of various academic discourses, Swales (1990) explores the concepts of a discourse community, genre, and language learning tasks and first points out that genre research of research papers should be set at the center position. Since then, genre analysis has become an essential part of academic English research. To further investigate the genre of academic research papers, Swales (2004) collects the first-hand corpus while teaching advanced English writing courses for international students pursuing doctoral degrees in the United States in the past 20 years. Through long-term trace, Swales (2004)'s primary research purpose is to evaluate his previous understanding of the genre, discussing many issues such as genre producers, consumers, and the genre's context. Swales' work was regarded as the milestone in genre research (Wang, Wu & Zhang, 2017).

Unlike Swales, Biber et al. (1999) contribute a vital reference for corpus research and word string research. They work on a grammar book based entirely on a corpus. Besides, they also put forward the word string concept, breaking through the boundaries of previous phrases or phrases and clauses. Before LGSWE, there was no grammar book to study the word string because it is often not a sentence component. In this case, they contribute to academic English format in a more around the way.

Based on the previous studies, Hyland (2000) uses various research methods such as corpus, move analysis (Swales, 1990), interviews, and other research methods to analyze eight major subjects in depth. According to Hyland (2000), discourses of the same genre show different characteristics among different disciplines. Moreover, discourse is not only a text but also a social interaction process, a process in which the author interacts with the reader to create subject knowledge. Wang, Wu & Zhang (2017) also highlight it as critical enlightenment for understanding academic writing and subject societies, which provides researchers with a useful research framework and a valuable reference for academic English.

Academic English is not only the academic quality that contemporary college students must have for professional learning but also the necessary professional quality urgently needed in the era of economic globalization. Hyland and Lyons (2002) believe that "EAP courses not only help students cope with learning professional courses in English but also cultivate students' academic communication skills in a certain academic field."

Many countries use academic English well in practice, and each has different characteristics. The ultimate goal of the primary ESL curriculum in the United States is to help international students solve language barriers in the lower grades and integrate into professional learning

as soon as possible. It follows the student-centered education and teaching concept, which comes from the theory of second language acquisition and scientific teaching methods (Zhang, 2019). In Sweden, English academic writing courses have received less attention among Bachelor and Master of Arts students. These are usually only used by Ph.D. candidates for their English presentations and presentations of their work at conferences. But in today's era of informatization, this kind of training should be done earlier, because master graduates also need to recognize the genre of academic articles to keep up with their research work in their field. Therefore, to meet European integration requirements, the new international master's program revised the curriculum to build a bridge between the master's and doctoral levels (Fortanet-Gómez & Räisänen, 2008). English study in Japan has steadily shifted from being a subject situated within the sociological domains of secondary and tertiary to one that emphasizes equipping students to access current knowledge from abroad, thereby becoming better-informed learners when taking discipline-specific courses in their native language. The hope is that the quality of higher education will increase, something that ultimately serves Japan's political and economic goals as it seeks to secure its place in an increasingly globalized society (Ruegg & Williams, 2018).

## 2.2. Academic English course in China

Several authors have argued that Eastern countries are better at using traditional teaching methods to learn complicated academic English. For example, Chinese academic writing in English encourages difficult academic vocabulary and complex sentence structures. In contrast, Western countries advocate a student-centered discussion model. Thus, several authors have considered the effect of cultural differences. Native English-speaking scholars usually organize articles in a linear structure, emphasizing linear rhetoric patterns, expounding their arguments as clearly, directly, and orderly as possible, showing the connections and logical relationships between different viewpoints. In Eastern countries such as China and Japan, indirect expressions are often used, that is, they do not express their views until the end of the article. Therefore, Chinese students' academic English writing often encounters unclear academic papers, lack of coherence and logic in content, and the fundamental reason lies in the cultural differences between China and Western countries such as Britain and the United States (Iv, 2016).

Besides, academic English is on the rise in China compared with foreign countries and is in great demand. Chinese English development can be roughly divided into three stages: The first stage (2000-2009) is the germination stage. At this stage, academic English teaching started initially, but the total amount of research was relatively small. The second stage (2010-2013) is the breakthrough stage. The academic world pays more attention to English. Sixty-nine papers were published in 4 years, more than four times the total number of articles published in the previous ten years. The third stage (2014-2018) is a sound development stage. Although the number of academic English teaching research has decreased, the development status is relatively stable. A total of 122 articles were published, with more than 24 papers published each year. It shows that domestic research on English teaching shows a positive and optimistic attitude (Cai, 2015).

Nevertheless, there are still many English teaching problems. On the one hand, writing skills are separated from listening and reading skills in the teaching process. On the other hand, the teaching of English writing is test-oriented, and students learn fixed writing templates to achieve higher scores. Similarly, Fan (2013) found that the purpose of students learning English is also one of the learning process problems, and obtaining credits should not be regarded as the main purpose of students' learning. These views are corroborated by Hirvela (2004), who indicated to improve students' English ability, any language input (listening, reading) can be

used as material for language and output activities (speaking and writing). Output activities can encourage learners to further search for more language and content input.

Furthermore, the lack of practical experience is also a challenge for academic English teaching in China. There are several problems in Chinese teaching practice as following: 1. Blindly follow the development trend of foreign teaching models; 2. The course is limited to classrooms; 3. There is no official evaluation test. It also includes research; 4. There are few studies related to academic English; 5. Only focus on characteristics without cognitive research; 6: multiple data research, lack of qualitative research such as ethnography and interviews; 7. Limitations theoretically, Reduce practice, etc. (Wang & Yao, 2013). However, not all Chinese universities have the above problems. Zhu and Yuan (2018) 's academic English writing research is based on the basic activity theory model, emphasizing that "activity" is the core of promoting cognitive development and clarifying the importance of social activities to the subject's learning and development. Zhang & Sun (2014) believe that this research has improved students' problem awareness, the concept of research problem design has gradually become clear, data collection capabilities have been improved, the structure and content of the paper have been further improved, academic language and Citation standards have been greatly improved.

Moreover, some Chinese universities have cooperated with British universities and applied Western academic English teaching models. The University of Nottingham Ningbo China was analyzed as a case: its English teaching goal is to enable students to benefit from short-term language training. Before the course starts, they should first understand the students' English level to narrow their scope. Find an effective way to find the gap between the two. Its course design is reasonable, with pre-school training, combining language skills with core and introductory courses, and then intensive training is arranged. There are abundant learning materials during class, and the selection of textbooks is very scientific. Not only classroom styles are diverse, but the teachers are also very qualified.

In summary, the evidence reviewed here seems to show that although academic English development in China is gradually being valued and the western teaching model centered on cultivating students' abilities has begun to be promoted, there are still many areas that need improvement.

### **3. Research Design**

#### **3.1. Research purpose**

- 1) To find out the demand and attitude of at-home students and international students in academic English course
- 2) To analyze the cases of America, British, Japan, and China and learn from their successful practice
- 3) To deliver an interview to collect views from some professors in Chinese university on academic English course

#### **3.2. Participants**

Our questionnaire was made on Microsoft forms software and then sent to the QR code to the appropriate students and link through university teachers' help. To ensure that students do not fill in the questionnaire casually, we also take incentive measures for the participants. We gave 100 questionnaires to domestic graduate students, and got 75 valid questionnaires, including nine male students, 66 female students, 35 first-year graduate students, and 40 second-year graduate students; 51 questionnaires were distributed to international students, including five male students, 46 female students, 23 first-year graduate students, and 28 second-year and doctoral students, all valid.

### 3.3. Equations

This paper applies a mix-method, which is the combination of quantitative method and qualitative method. These research methods include extensive surveys, semi-structured interviews, and case studies.

#### 3.3.1. Questionnaire

This research used a questionnaire to collect first-hand data from at-home and international students about their demand and course design suggestions for academic English. The reasons for using the questionnaire are timesaving and convenient for analyzing data. At around 75 at-home students' data and 51 international students' data were collected within one day. Assisting with Microsoft Forms to investigate, the date was visual, which provides convenience for further analysis. In this research, the target groups are the graduate students at home and international postgraduates studying in the target language countries. There are two versions (Chinese version and English version) questionnaires to understand each question better. This questionnaire includes 47 items with four parts named necessary information of the participants, self-rating of English academic proficiency, the demand for academic English, and suggestions for current English courses or future academic English courses. The detailed information for this questionnaire is as follows. All the data collected were analyzed by SPSS.

**Table 1.** Framework of the questionnaire

At-home & international students		
Basic information	Name, gender, age, college degree, major, etc.	1-7
Self-assessment of English ability	Self-assessment of listening, speaking, reading, and writing ability	1
	Self-evaluation of Academic English Proficiency	2
	English paper publishing experience	3
	Self-evaluation of academic writing level	4-5
Self-needs survey	The needs and purposes	1-2
	Current use of English	3
	Current English course	4
	Requirements of English paper publication	5-6
	The importance of academic English	7-8
	The importance of academic English writing	9-10
	Current learning path	11
	English learning focus	12-13
Survey on the design of academic English writing courses	Survey on the necessity of academic English courses	1
	Feature recognition	2
	Ability development	3
	Teaching focus	4-5
	Teaching mode	6
	Teaching facilities/resources	7
	Class capacity	8-11
	Textbook	12-13
	Teacher	14-16
	Opening time	17-18
	Assessment method	19-20
Hope to reap	21	

#### 3.3.2. Interview

Semi-structured interviews, as a qualitative method, were used in this research. A semi-structured interview was employed in this research to investigate the feasibility of setting

academic English by interviewing two professors from Beijing Universities. These semi-structured interviews were conducted with 2 Chinese university professors. For the protection of privacy, they are called P1 and P2. The specific questions for the third group can be seen in the following table 2. After the interviewee signed a disclosure agreement, the entire interview process will be recorded. After the interview, the relevant interview content will be converted into a written manuscript and presented in Appendix 3. This research used interviews as one of our research tools because interviews with individuals are participants' in-depth research on research issues. The small size of the dataset meant that it was not possible to represent a common phenomenon. The responses relating to Academic English courses were subjective and were, therefore, susceptible to recall bias. Moreover, it was not possible to further investigate the significant difference in Academic English curriculum design between China and Western countries because we could not invite university professors from Western countries to participate in this interview.

**Table 2.** Questions of Interview

	Lecturers & professors
Questions framework	Exposure to EAP Challenges in EAP teaching Class design (class size, materials, setting time, etc.) Strategies

### 3.3.3. Case study

As another qualitative method, a case study was employed to compare four countries: America, British, Japan, and China. This study made comparisons in teaching aim and philosophy, class design, teachers' selection, and admission requirements.

## 4. Data Analysis

### 4.1. Overall Analysis

In the demand part, the participants were asked about "whether the current English curriculum meets the academic requirements" (composed of four levels: completely useless, helpful but not enough, basically satisfied, fully met). Among 75 graduate students in China, 9 students (12%) think it is completely useless, 57 students (76%) think it is helpful but not enough, and 9 students (12%) think it is satisfied. The number of students who are fully satisfied is 0. As for international students (51), the proportion of answers to this question is: one student (2%) thinks it is completely useless, 15 students (29.40%) think it is helpful but not enough, 33 students (64.70%) think they are basically satisfied, and 2 students (3.90%) think they are completely satisfied. From all the students' answers, it is concluded that most students think it is helpful but not enough or basically satisfied. Among the domestic postgraduates / doctoral students, 66 students chose the two items, accounting for 88.00% of the total number of domestic postgraduates students. However, the number of students who thought they were helpful but not enough (57, 76%) was significantly more than those who thought they were basically satisfied (9 students, 12%). Among the international students, 48 students chose the two items, accounting for 94.10% of the total number of international students, and considered that they were basically satisfied. There were 33 students (64.70%) who were helpful but not enough (15 students, 29.40%).

Among the domestic postgraduates / doctoral students, the answer to the question "whether they will focus on learning academic English" (composed of two options: those who can and need to improve their ability in this field and may consider it in a certain period) are: 36 students (48%) think that they will and need to improve this ability, 39 students (52%) believe that they will consider it in a specific time; among the international students' group, the number of

students who can learn academic English is very important (51 students) the answer to the question "whether they will focus on learning academic English" (composed of two options: those who can and need to improve their ability in this field and may consider it in a specific time) are: 35 students (68.60%) think they will and need to improve this ability, and 16 students (31.40%) think that they will consider it in a certain period. From all the students' answers, domestic postgraduates / doctoral students' responses are relatively uniform, which are 36 (48%) and 39 (52%). In contrast, international students are more inclined to learn academic English and need to improve their abilities in this field. The answers are 35 (68.60%) and 16 (31.40%), respectively.

The answer of 75 domestic postgraduates students to the question of "English learning emphasis" (composed of four options: Comprehensive English, academic English, comprehensive English as the primary and academic English as the auxiliary, and academic English as the primary and comprehensive English as the auxiliary). The answer is: 2 students (2.70%) focus on Comprehensive English, 5 students (6.70%) focus on Academic English, and 14 students focus on Academic English. The students (19.00%) thought that comprehensive English was the central part and academic English was the auxiliary; 54 students (72.00%) thought that the students' English was the main and the comprehensive English was the auxiliary; among the foreign students (51), the question of "English learning emphasis" (composed of four options: Comprehensive English, academic English, comprehensive English with academic English as the auxiliary, academic English as the prominent and comprehensive English as the auxiliary) The answer is: 2 students (3.90%) focus on Comprehensive English, 9 students (17.60%) focus on Academic English, 10 students (19.60%) think that comprehensive English is the main and academic English is auxiliary, 30 students (58.80%) believe that academic English is the main and comprehensive English is the auxiliary. From the students' answers, it can be concluded that most of the students think that the focus of English learning should be academic English or academic English, supplemented by comprehensive English. Among the domestic postgraduate students, 58 students chose the two items, accounting for 78.7% of the total number of domestic graduate students; among the overseas students, 39 students chose the two items, accounting for 76.4% of the entire international number students. The answer to the question of "the importance of English writing" (composed of five levels: completely unimportant, not very important, generally important, important, and very important) was: 4 students (5.30%) thought it was not very important, 10 students (13.30%) thought it was generally important, 49 students (65.30%) thought it was important, and 12 students (16%) thought it was important. Among the foreign students (51 students), the answer to the question "the importance of English writing" (composed of five levels: completely unimportant, not very important, generally important, important and very important) is: 5 students (9.80%) think it is generally important, 19 students (37.30%) think it is important, and 27 students (52.90%) think it is important. Students who thought it was very important, but thought that they were not important and not very important were both 0. From all the students' answers, it is concluded that most students believe it is important or very important. Among the domestic postgraduate students, 61 students chose the two items, accounting for 81.30% of the total number of domestic graduate / doctoral students; among the overseas students, 46 students chose the two items, accounting for 90.20% of the total number of international students.

The answer to the question of "the importance of English literature reading" (composed of five levels: completely unimportant, not very important, generally important, important, and very important) was: 2 students (2.70%) thought it was generally important, 41 students (54.70%) thought it was important, and 32 students (42.70%) thought it was very important, but they thought it was not important at all. Among the foreign students (51 students), 7 students (13.70%) thought it was generally important, 17 students (33.30%) thought it was important,

and 27 students (52.90%) thought it was very important. However, the data of students who think that they are completely unimportant and unimportant are both 0. From all the students' answers, it is concluded that most students think it is important or very important. Among the domestic postgraduate students, 73 students chose the two items, accounting for 97.40% of the total number of domestic postgraduate students; among the overseas students, 44 students chose the two items, accounting for 86.20% of the total number of international students.

The following conclusions can be drawn from the above data: 1. The current English curriculum at home and abroad is really helpful to the academic aspect, especially in foreign countries. Still, the domestic English curriculum needs further reform because most students think it is helpful but not enough. 2. Both domestic and international students pay more attention to literature reading, which is a good phenomenon. Unexpectedly, domestic students pay more attention to this area than international students. The proportion of domestic students who think it is important or very important is slightly higher than that of international students, 97.4% at home and 86.2% abroad. 3. Students at home and abroad think that English writing is more important, and most of them choose important or very important ones. 4. International students are more urgent to learn academic English than domestic graduate / doctoral students. 5. Students at home and abroad generally think that academic English should be put first, while comprehensive English is not particularly important.

Generally speaking, there is still a large space for improvement in the domestic English curriculum design. It is essential to learn English curriculum design from western countries. In our domestic open English courses for postgraduates and doctoral students, we can add courses on academic aspects, such as writing courses, because most students think it is particularly important to express what they want to describe correctly and efficiently, which undoubtedly plays a significant role in students' future academic exchanges.

#### 4.2. Specific Aspects of Analysis

**Table 4.** The necessity of setting academic English course

At-home group			International group	
1	0	0	1	2.0%
2	1	1.3%	0	0
3	7	9.3%	12	23.5%
4	34	45.3%	10	19.6%
5	33	44%	28	54.9%

**Table 5.** The comparison between the at-home group and international group

	N	Minimum	Maximum	Mean	Std. deviation
At-home group	75	2	5	4.32	0.701
International group	51	1	5	4.25	0.956

These two groups of participants were asked to give a rate about the necessity of setting an academic English course. The first table shows that about 45.3% and 44% of the at-home group students ranked the necessity at 4 and 5 levels. For the international group, 54.9% of students chose 5 levels, and just 19.6% rated the need at 4 levels. The means of these two groups were at a similar level, with 4.32 and 4.25, respectively. The at-home group's standard deviation is 0.701, which was lower than 1/3 mean (4.32), and that of the international group is 0.956, which was also less than 1/3 mean (4.25). Therefore, the data of the two groups were more



homogenous. Thus, the choice of the necessity of setting academic English is not related to the different groups.

**Table 6.** Self-rating of academic English ability

	At-home students					International students					F Sig.	T Sig.
	N	Min	Max	Mean	Std. deviation	N	Min	Max	Mean	Std. deviation		
The ability of listening lectures	75	1	4	2.29	0.731	51	1	5	3.63	0.848	.667	.000
The ability to read academic reading	75	2	4	3.15	0.711	51	1	5	3.55	0.832	.137	.004
The ability of academic writing	75	1	4	2.35	0.830	51	1	5	3.20	0.800	.327	.000
The ability of academic communication	75	1	4	2.07	0.777	51	1	5	3.02	0.836	.731	.000

These participants were asked to self-rate their academic abilities in listening, reading, writing, and communicating. From table 1, it was apparent that the mean scores of self-ratings of at-home students were much lower than that of international students except reading materials ability. Then, the results of the independent t-test on these four abilities showed that there is a close relationship between these two groups on these four academic abilities.

**Table 7.** Demand for academic English ability

	At-home students					International students					F Sig.	T Sig.
	N	Min	Max	Mean	Std. deviation	N	Min	Max	Mean	Std. deviation		
Academic writing ability in English	75	1	5	2.77	0.924	51	1	5	3.49	0.946	.556	.000
Academic English listening ability	75	1	5	2.67	1.031	51	1	5	3.57	0.831	.032	.000
Academic communication ability	75	1	5	2.83	1.057	51	1	5	3.43	0.922	.459	.001
Academic reading ability	75	2	5	3.48	1.005	51	1	5	3.65	0.955	.322	.352
Study abroad	75	1	5	2.47	1.044	51	1	5	3.69	1.029	.586	.000
Understand customs differences	75	1	5	2.63	0.955	51	1	5	3.61	0.874	.373	.000
No need for English	75	1	4	1.65	0.908	51	1	4	1.82	1.014	.139	.327

The participants were asked about their demands in the following seven aspects, and they need to give a degree level from 1 to 5 to show their needs. From the table, it was clear that there was a big difference between these two groups in academic writing ability, listening ability in the academic classroom, speaking ability in academic communication, studying abroad, and understanding the difference and customs. The mean score of these terms of international students was higher than that of at-home students ( $p < 0.001$ ). Thus, the relationship between

the at-home group and the international group is significant among these aspects. As for the terms of reading literature ability and no need for English, there was no apparent difference in the means and  $p > 0.05$ . Therefore, these two terms haven't related to the groups.

### 4.3. The finding of Case study

#### 4.3.1. America

In American universities, academic English writing courses are offered to both local and international students. The main goal is to cultivate students' critical reading and writing skills. Students are required to master the skills of analyzing and reviewing reading materials and learn to modify and evaluate write thesis. In teaching, teachers take students as the center to teach content. Each semester's course revolves around a fixed topic or topic for reading, discussion, and writing. Unlike other regions, American universities attach great importance to the writing process, which is mainly reflected in the process of evaluation and revision guidance. The two aspects can be divided into 4 stages: preparation before writing, draft, revision, and finalization. Among them, the revision stage will allow students to straighten out their ideas and enrich the content through peer review. Simultaneously, this type of writing course does not have a final exam but uses a formative evaluation that focuses on the process. The assessment score consists of three parts: 60% of the essay writing and 3 papers in one semester, each of which is 4 to 6 pages in length, 20% for each article; 20% for informal writing, required to be submitted on time every week; 20% for class performance, including class reading preparation, class discussion participation, attendance, and homework submission (Zhang, 2019).

#### 4.3.2. British

UCL and UOB are studied as significant examples of academic English writing courses in the UK. These two cases are illustrated that the purpose of the British Academic English Writing Course is to help students improve their academic language function and overall academic literacy through and personalized guidance. The British Academic English Writing Course is divided into units 1 and 2 that include essay writing, pronunciation and public speaking, and advanced grammar. Academic works, reflective essays, and timed writing exams are used as the main methods to test students' academic English writing outcomes (Chen, 2020).

#### 4.3.3. Japan

Taking Akita International University (AIU) as an example. The aim of teaching academic English is to shed light on appropriate EAP activities within the Japanese context, improve English proficiency, prepare for tertiary-level studies (EMI (English-medium instruction) class or study abroad, and develop self-learning ability. Their curriculum is divided into three stages as follows and the language requirements of each phase:

EAP1: (Intermediate level) reading, writing, speaking & listening, TOEFL preparation, Computer basics (TOEFL ITP up to 477, TOEFL iBT up to 53, and IELTS up to 5)

EAP2: (Upper-intermediate level) reading, writing, speaking & listening, TOEFL preparation, Computer basics (TOEFL ITP 480–497, TOEFL iBT 54–59, IELTS 5.5)

EAP3: (Advanced level) reading, writing, speaking & listening Computer basics (TOEFL ITP 500+, TOEFL iBT 60+, IELTS 6.0+)

#### 4.3.4. China

The University of Nottingham Ningbo is one of the successful academic English teaching practices in China. Their teaching aim is to cultivate familiarity with Chinese and Western culture, have a comprehensive language application ability master, have a certain degree of linguistic theory and language learning theory knowledge, use Chinese and English languages with independent thinking ability, and foster innovation ability team spirit. It has the theoretical level of English teaching and teaching practice and strong teaching management ability inside and outside the classroom. The class is designed into 3 stages as follows:

Stage 1: academic writing, academic reading, academic hearing, and academic grammar and vocabulary (6 weeks)

Stage 2: written communication and research, oral communication and research, quantitative analysis methods (11 weeks)

Stage 3: written communication and research, oral communication and research, qualitative research methods, etc. (11 weeks)

As for the admission standard, each place of the college entrance examination scoreline has different requirements, but the minimum score of the English college entrance examination must not be less than 115.

## 5. Discussion

In reviewing the literature, no research was found on Western academic English teaching methods suitable for Chinese students. Thus, the project's initial objective was to compare academic English differences in China and Western countries through case studies, questionnaire surveys, and semi-structured interviews. The most prominent finding to emerge from the case study's analysis is that some Eastern countries have improved Western academic English teaching models suitable for their students based on their own educational goals. In contrast, other Eastern countries have realized resource sharing, but it still faces the traditional teaching model's challenges. However, the SPSS showed that these results were not statistically significant.

These results reflect those of Sun (2005), who also found that even if Chinese college students can pass the fourth and sixth exams, they still cannot read English documents or complete English papers. Similarly, for doctoral students with a higher academic level, Hu (2009) believes that although they have mastered a lot of vocabulary and grammar knowledge, they cannot use English, especially in writing academic papers and participating in English. International academic activities. Learnability to communicate in meetings and English. Although previous studies have shown that due to the internationalization of education, academic English has received more and more attention in Chinese universities, academic English teaching methods that are tailored to the needs and characteristics of Chinese students are still blank in China. The questionnaire survey results also reflect this, indicating that China's academic English courses cannot meet graduate students' needs.

To compare and discuss academic English teaching methods more effectively, this paper is divided into the following research questions: curriculum design, teacher training, and student learning. Concerning the first research question, it was found that the most important common feature of Eastern and Western universities is the student-centered teaching model. However, there is a little difference between the two. The UK pays more attention to individualized training of students. Hence, the University of Nottingham Ningbo, which cooperates with the University of Nottingham in the UK, also pays more attention to the cultivation of students' independent thinking ability and innovation ability. Moreover, comparing Chinese and Western academic writing classrooms, more detailed data shows that 65.3% of Chinese academic English classrooms in China are taught in large classes, while most academic English classrooms in Western countries are taught in small classes with fewer than 10 students. China's large-scale teaching style has caused China's academic English curriculum design to fail to achieve individualized training.

Furthermore, compared with Eastern countries and Western countries, Eastern countries represented by China and Japan all use Western teaching models, but there are still differences. Japan combines the background of Japanese education in the three stages of academic English teaching. The primary purpose of Japan is to train students. China and Western countries also share network resources, and China has fixed academic English textbooks, but Western

countries do not. Compared with Western countries that do not have fixed academic English textbooks, China's academic English teaching not only shares network resources with Western countries but also uses special textbooks for teaching. Also, the main form of evaluating students' academic English in Western and Eastern countries is the thesis. Compared with Western countries, Japanese academic English students spend 90 minutes a day to test their daily learning status through reports, while Chinese academic English students need to write corresponding level papers after each unit.

The second question in this study sought to explain Eastern and Western countries showed surprising consistency in selecting and training teachers. This means that academic English teachers in Eastern and Western states are very rich in resources, including but not limited to professional English teachers. Besides, although both the East and the West have pointed out that academic English teachers should have a linguistic theory, language ability, and teaching practice level because China's classroom teaching mode is large-scale teaching, China especially recommends that academic English teachers should also have teaching ability. Management ability inside and outside the classroom.

The third question in this research has investigated the understanding and needs of Chinese graduate students and overseas students for academic English writing, comparing Chinese and Western academic English classes, and the curriculum design. The questionnaire survey results show that most participants believe that academic English writing is critical. The same thing is that people with Chinese and Western education levels believe that academic English should be the study's main focus. Besides, less than 50% of Chinese graduate students urgently need to learn academic English writing. Nevertheless, Chinese academic English courses still cannot fully meet their needs.

This combination of findings provides some support for the conceptual premise that China has directly learned Western teaching experience without integrating local teaching practices, failing Chinese universities to offer academic English writing courses that meet the needs of students.

In the sampling process, the most significant limitation is the difference in the number of participants between China and overseas. Also, no overseas university teachers participated in this structured interview. These factors may cause slight deviations in the data results. Further studies, which take these variables into account, will need to be undertaken.

## 6. Conclusion

In this investigation, the aim was to compare academic English writing courses in Eastern and Western countries (the Eastern nations are centered on China). The most prominent finding to emerge from this study is that most Chinese students realize the importance of academic English writing and academic English teaching methods suitable for Chinese students are needed. The current data highlight the importance of Chinese colleges and universities need to benefit from Western academic English teaching experience and combine reality to innovate the original traditional teaching methods.

These findings contribute in several ways to our understanding of Eastern and Western academic English teaching models and provide a basis for research and improvement of traditional academic English teaching in China. Nevertheless, the generalisability of these results is subject to certain limitations. For instance, the current study is based on a small sample of participants, the further experimental investigations are needed to estimate how China's academic English teaching methods meet the needs of Chinese students.

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