

The Principles of English Teaching in China's High Schools

Shufang Qu*, Tong Wooi Chow

School of Business, Malaysia University of Science and Technology, Petaling Jaya 47810, Selangor, Malaysia

**Author to whom correspondence should be addressed.*

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: This article provides a review and summary of the principles of English teaching to achieve breakthroughs in teaching principles. The review of theories such as input-output theory, self-efficacy, and learned helplessness is not new, but it is useful. These principles are essential theories for guiding educational work, and we must learn them if we want to improve the quality of education. The quality of education in China will improve under the guidance of these theories and principles. Both the qualitative research and quantitative research methodologies must be employed if the desired purposes are to be reached.

Keywords: English teaching principles; Input-output theory; Self-efficacy theory; Pedagogy

Online publication: December 8, 2025

1. Introduction

In China's English classrooms, educational principles and teaching principles are poorly applied. This is because it also reflects the nature of educational work. In the past, many high school English teachers still primarily relied on the lecture method. "Full-class cramming" also covered key points of grammar knowledge without considering students' actual learning needs, leading to the loss of students' central role^[1]. Emphasis on repetition and treating foreign languages as habits for learning overlooked the laws of human cognition^[2].

We should focus on the shift from teachers' teaching to students' learning^[3]. English teaching has undergone a relatively short process from grammar-translation to the communicative approach, which was neither too painful nor too long. Foreign language teaching in China has a relatively short history.

The principles of English teaching also demonstrate that English instruction requires theoretical guidance, which serves as a direction and goal. The diversity of human beings also determines the richness of teaching principles, and the emergence of multiple theories further proves the diversity of human society. Our Chinese students need English, need to step out of the country, engage with the world, and interact with others to achieve the goal of common development. Some people believe that educational work is unimportant and that English teaching is not a major issue. Where do these thoughts come from? We help students develop and progress, and

we assist them in overcoming difficulties and challenges. These efforts also realize the political intention of win-win cooperation and collaborative development. The political intention of collaborative development and the principles of English teaching also reflect the diversity and richness of educational theories. These differences and individualism also prove that educational work still needs progress and improvement.

The evolution from the grammar-translation method to the communicative approach reflects the convergence of educational philosophies developed by numerous scholars. These transformations represent significant intellectual advancements, with English teaching principles embodying the synthesis of mainstream pedagogical concepts. As comprehensive theoretical frameworks, these educational innovations aim to drive global educational reform while providing practical guidance and tangible support for contemporary teaching practices.

2. Literature review

2.1. Input and output theory in English learning

Krashen's Input Hypothesis comprises four key elements: First, input quantity. Language acquisition requires students to receive sufficient linguistic input. Second, input quality. The materials must be comprehensible, with difficulty levels slightly exceeding students' current language proficiency. Third, input method. Language materials should be naturally received within authentic contexts, emphasizing coarse-grained adjustments of linguistic meaning. Fourth, output method. Students can better absorb input when experiencing low emotional anxiety and minimal psychological barriers.

The goal of teaching is to develop students' skills, but essential input is a prerequisite for success. In the process of foreign language learning, we advocate maximizing the use of the target language to complete teaching tasks, creating a virtuous cycle from language input to absorption and output. Language is acquired through content, and high-quality teaching materials can provide learners with authentic and reliable language contexts, promoting effective learning. This approach helps establish a positive cycle of language input, absorption, and output ^[1].

According to Krashen's hypothesis, input must be interesting, understandable, and large. The input should not be based only on the grammar form. The input language should be real and meaningful ^[4]. Krashen posited that in second language acquisition, mere language input is insufficient. Input must be grounded in learners' existing comprehension. Specifically, when considering a learner's current language proficiency as the baseline, the target input should be $i+1$ —slightly above their current level—to ensure effective language acquisition. Input serves as the prerequisite and foundation for output, constituting a necessary condition for language production. The fundamental mechanism of language acquisition lies solely in information comprehension. This principle, termed “comprehensible input” in Krashen's theory, represents both the core concept and essential requirement for language learning.

In English teaching, ensuring input is paramount, as it serves as the prerequisite and essential foundation for language acquisition. Without sufficient input and output, it is like water without a source or a tree without roots. Input information can only be truly outputted through learners' internalization, becoming their knowledge, and the output process itself verifies whether the information has been genuinely understood. Input and output are mutually reinforcing and interdependent in language acquisition. Only by emphasizing both aspects simultaneously can optimal learning outcomes be achieved. Integrating input-output hypotheses throughout classroom instruction not only enhances teaching efficiency and student participation but also

improves knowledge absorption rates. By ensuring adequate comprehensible input while creating language-rich environments that encourage students to express themselves boldly, we can elevate their oral proficiency and lay a solid foundation for future careers or further studies^[5]. The language materials should be comprehensible, engaging, and moderately above learners' current proficiency levels^[6]. In English education, reading constitutes input while writing represents output, with the ultimate goal of improving output through effective input. Teachers should design lessons based on input-output theory, considering students' learning conditions and text characteristics, integrating reading and writing to effectively enhance students' comprehensive language application abilities and improve their reading and writing skills^[7].

Reading instruction enhances students' comprehension and absorption, while writing instruction facilitates their expression of understanding. Reading forms the foundation of writing, and writing extends reading. In English teaching, we should emphasize the intrinsic connection between reading and writing—using reading to enhance writing and writing to deepen reading. By guiding students to analyze textual conclusions, we help them learn composition strategies. Through exposure to target language topics, students can articulate ideas and experience the emotions, attitudes, and values embedded in texts, embodying the principle of “literature as a vehicle for moral instruction.” With thorough reading of detailed texts, students can creatively apply the target language, ensuring the quality of their output^[8]. This language acquisition approach prioritizes contextual immersion over grammar, immersing learners in authentic language environments. Through daily exposure, they naturally master the language through constant immersion^[9].

To progress, learners must continuously absorb new knowledge. Simply repeating mastered content is like standing still. Effective language input requires not just sufficient time but consistent intensity to optimize output. In English, listening and speaking are inseparable: listening forms the foundation for speaking, while listening input directly impacts speaking output. Moreover, listening skills serve as crucial input for developing speaking abilities. Consequently, poor listening skills inevitably hinder oral expression. The input process genuinely influences language output. When teachers strategically schedule listening and reading sessions with appropriate duration and intensity, it significantly benefits students' English learning. Meanwhile, learners can flexibly adjust input materials' timing and intensity to enhance their speaking and writing skills^[9].

Krashen's Input Hypothesis posits that language input must be comprehensible, closely related, and engaging. While extensively emphasizing the role of input in language acquisition, Krashen's theory suggests that learners can naturally acquire a language with sufficient input, yet it overlooks the critical importance of output in language learning^[10]. The Input Hypothesis forms the core of input-based theories. Krashen discovered that mere input alone cannot help learners master a language. Input must be comprehensible, as comprehensibility is a necessary condition for language acquisition. Moreover, Krashen proposed the famous “i+1” input hypothesis. It should include the level the learner has reached and be slightly higher than the current level. If the difficulty is too high or too low, it will reduce the learner's interest in learning and is not conducive to language learning.

Providing learners with suitable input environments and materials is essential, as their emotional factors also play a crucial role in language acquisition. Swain argues that learners require not only comprehensible input but also output. During input, learners focus on the meaning of the language, while during output, they must pay attention to both the meaning and the form of the language, making the output process more complex^[10].

2.2. Error correction in English learning

Language learning serves to fulfill human communicative needs. When individuals use their native language

for interpersonal communication, their communication skills are already well-developed. When acquiring a second language, learners inevitably face the influence of native language cognitive patterns. This necessitates a cyclical process of error identification, correction, and reflection. Through this iterative cycle, errors gradually diminish until learners can express themselves fluently, comprehensively, and accurately. English teachers should adopt a constructive approach to address language acquisition challenges—avoiding hasty blame, excessive corrections, or simplistic error-fixing methods. By applying proper pedagogical perspectives and teaching strategies, educators can effectively enhance students' English learning efficiency.

Structural errors in overall composition must be corrected, while grammatical errors in specific sentences can be temporarily overlooked if they do not affect the core message. When students' mistakes impact the overall structure or hinder effective communication, teachers should provide guidance to help them understand errors and make timely corrections, thereby advancing language proficiency. However, if errors only affect individual sentence components without disrupting communication, immediate correction is not necessary. Students naturally develop English proficiency through gradual practice, and occasional mistakes during this process are normal. Teachers' temporary tolerance ensures uninterrupted communication flow, preventing accuracy-fluency trade-offs ^[11]. Effective error correction should maintain students' motivation by using constructive feedback rather than criticism. Educators should adopt a supportive approach, avoiding harsh language and maintaining flexibility in error tolerance. While emphasizing zero tolerance for basic errors, teachers must balance correction frequency to foster genuine language development.

The process of learning English involves continuous errors and their correction. English teachers should approach students' language mistakes appropriately, viewing them as normal phenomena in language acquisition. Effective and skillful error correction can cultivate good language habits and significantly enhance students' oral and written expression abilities ^[12]. Students' English learning journey is marked by constant errors, self-awareness, and correction. Mistakes serve as both growth catalysts and valuable teaching resources. When students make errors in English, teachers should guide them tactfully rather than harshly criticize, paying attention to instructional methods. Generally, corrections should be made after students finish speaking, avoiding interruptions that disrupt their train of thought or interfere with listening and speaking. When correcting errors, teachers should carefully choose their language, avoiding critical remarks that might dampen students' enthusiasm or even make them dislike English. Therefore, using appropriate and gentle language helps bridge the teacher-student gap without hurting students' self-esteem ^[13]. In English learning, errors are inevitable, and correcting them is the teacher's responsibility. Ultimately, error correction should prioritize maintaining students' motivation to express themselves in English ^[14]. Which errors require correction? To improve oral proficiency, pronunciation refinements must be addressed. Grammar and vocabulary errors should also be corrected ^[14].

2.3. The impact of learned helplessness on English learning

Motivation can be categorized into two main types: intrinsic and extrinsic. Intrinsic motivation stems from an individual's interest in learning content and their inherent need for self-development, while extrinsic motivation refers to a learning drive driven by the desire to obtain external rewards or avoid punishment ^[15]. When students encounter academic tasks, they often develop avoidance behaviors and difficulty aversion even before starting, habitually self-criticize, and lack confidence in their success. This mindset typically originates from past failure experiences. Such experiences foster a negative perception that "effort is futile," leading to frequent disappointment and frustration in subsequent learning. Gradually, their self-confidence diminishes,

and they may lower academic goals to minimize post-failure pain, progressively abandoning effortful attempts and becoming what we call “English learning strugglers.” These students often exhibit cognitive biases in self-assessment, believing themselves to be inherently unintelligent, poor at learning English, and having subpar English proficiency. Consequently, they gradually lose enthusiasm for English learning, even developing fear and aversion toward the subject. This phenomenon, known as learned helplessness, significantly undermines students’ motivation and engagement in English learning. When students perceive themselves as incapable of improving their English skills despite their efforts, they may become passive learners, relying heavily on teachers’ guidance and external support. To counteract learned helplessness, teachers should focus on building students’ self-efficacy by providing achievable tasks, offering specific and positive feedback, and encouraging incremental progress. By setting realistic goals and celebrating small victories, educators can help students regain confidence in their abilities and foster a growth mindset. Additionally, creating a supportive and inclusive classroom environment where mistakes are viewed as learning opportunities rather than failures can reduce students’ fear of making errors and promote a more proactive approach to language subjects ^[16].

Learned helplessness is a psychological state where individuals, after repeated setbacks, develop a passive mindset of resignation and giving up efforts. This negative mental condition manifests through emotional, cognitive, and behavioral changes. When this state emerges, people typically exhibit specific behaviors such as low mood, diminished motivation, and cognitive dissonance ^[17].

2.4. The impact of self-efficacy theory on English learning

Maintaining emotional stability helps students build positive learning experiences and develop higher self-efficacy. Teachers should design engaging and effective instructional activities, setting appropriate learning goals and challenges to allow students to experience progress and achievement. Self-efficacy enables students to believe in their ability to effectively learn and master English skills, as well as their capacity to overcome difficulties and achieve success ^[18]. Self-efficacy refers to an individual’s subjective judgment and belief in their ability to successfully complete a specific task, serving as a crucial motivator for learners’ academic behaviors. Learners with high self-efficacy are more willing to actively engage in learning and demonstrate greater perseverance when facing challenges. They typically set higher learning goals, invest more effort, show greater resilience, and effectively utilize learning strategies, whereas those with low self-efficacy tend to avoid challenges, give up when encountering difficulties, experience anxiety, and reduce engagement ^[19]. During task processing, learners at different levels can adapt their learning to their capabilities. When they successfully complete tasks, they experience a sense of achievement that enhances self-efficacy. Tiered tasks fully consider individual differences among learners, addressing the learning aspirations of students at various levels. This approach allows each learner to find a development path aligned with their abilities, preventing discouragement from overly difficult tasks. Task-driven stratification can stimulate learners’ enthusiasm for learning. When learners continuously complete tasks that match their level, their confidence will gradually accumulate, and they will take the initiative to challenge higher-level tasks to achieve their own progress ^[19].

2.5. Learning interest and motivation

Students’ profound interest serves as the core driving force for acquiring knowledge and developing capabilities ^[20]. Interest refers to an individual’s psychological inclination to actively engage with and participate in specific activities ^[21]. As the foundation of learning initiative and efficiency, learning interest should permeate school life. Rooted in subjective needs, interest fulfills psychological and emotional satisfaction through cognitive

engagement. It manifests as direct interest in the activity itself or indirect interest in its outcomes. This intrinsic motivation drives sustained intellectual exploration, expressed through positive emotional engagement—such as focused classroom participation, enthusiasm for hands-on practice, and fulfillment derived from learning. Learning interest is a critical factor in educational outcomes, directly influencing students' learning initiative and effectiveness. Cultivating interest transcends traditional methods of stimulating internal drive; it achieves authentic integration between students' agency and learning content. Interest serves as the driving force behind learning. When students develop a strong passion for English, they naturally invest more time and energy into the subject, demonstrating remarkable initiative. This intrinsic motivation proves far more enduring and engaging than external incentives. Guided by such interest, learners proactively seek educational resources, adopt scientific learning strategies, and gradually enhance their self-directed skills while cultivating effective English study habits. With sustained enthusiasm, students actively practice English, thereby improving their overall proficiency ^[22]. For high school students, interest remains a vital catalyst for English learning, as profound engagement significantly enhances both the quality and efficiency of language acquisition ^[23].

3. Methodology

How is methodology reflected? What methods should be used for research and interviews? It is crucial to avoid undermining students' self-esteem and confidence. Surveys must prioritize authenticity and validity, and must not dampen students' learning motivation or provide excessive negative implications. Methodology must reflect the unique characteristics of English learning and teaching. Conducting both quantitative and qualitative research simultaneously ensures the validity, accuracy, and representativeness of the sample. Larger samples are preferable, as they enhance authenticity and reduce biases and errors. Qualitative research has become a hot topic in English teaching principles. Quantitative research is suitable for addressing theoretical aspects, while qualitative research captures personal emotions, life experiences, and learning journeys, revealing interpersonal differences and individual diversity.

Qualitative and quantitative research are conducted concurrently to achieve dual objectives: demonstrating both objectivity and subjectivity. Case studies can also be applied in educational research as a relatively straightforward method. Narrative research has gained significant popularity in today's global education sector. This research approach can be effectively integrated into educational practice. For this topic, both qualitative and quantitative research methods are applicable—provided they are useful and effective, both approaches can be employed.

I believe that studying qualitative research alone is not enough at present, and there will certainly be limitations. In the future, if time permits, quantitative research methods should also be learned. Quantitative research methods can form grounded theory and may also be summarized into useful educational concepts, among other things. Methods will reflect results, and breakthroughs will continue to emerge. Quantitative research and qualitative research should be combined. It is best to combine these two methods to improve the accuracy and purposefulness of research. The narrative research on the Chinese mainland has already matured, and quantitative research is also suitable for writing some small chapters in textbooks, and can solve some theoretical problems. However, qualitative research methods should still dominate and play a decisive role.

4. Discussion

4.1. Output issues

Output naturally enhances language input while improving the fluency and accuracy of second language expression. Input itself serves as linguistic samples and learning objects, enabling learners to acquire linguistic intuition through exposure. Once this intuition is established, grammatical correction becomes effortless. While humans possess innate cognitive mechanisms that demonstrate intelligence, without external stimulation, human development would stagnate. The stories of the “wolf child” and “pig child” highlight the critical importance of input theory and external interventions. Subpar input inevitably leads to zero output. Linguistic accuracy demands that teachers and teaching materials be error-free. These errors constitute fatal weaknesses. While comprehensible input remains crucial, input must be accurate. Teachers’ language must be authentic and correct to avoid linguistic errors. When language becomes distorted, English transforms into a variant. Such errors also hinder effective communication and interaction.

Regarding output, my understanding is that I believe output is arduous and challenging, especially for students in the non-automated stage. This process must be experienced, particularly in foreign language learning. It is best to start learning a foreign language early, otherwise, it becomes too difficult to speak. After the critical period, language learning becomes very hard. It is best to learn a language before the critical period, but foreign language learning can also be formed, which requires effort and time. Output should emphasize emotional care for students, not discourage their enthusiasm, but provide sufficient confidence and encouragement, along with appropriate assistance. This assistance should be timely and effective, and input must be comprehensible. Of course, the immersive method is ideal, but unfortunately, it is too slow and ineffective. This is the correct approach, but unfortunately, the results are poor. China’s foreign language teaching should emphasize both input and output. Output is also arduous, but oral expression and composition practice are indispensable. Language learning requires time, which is also a major challenge. The reason is that primary and secondary schools have too many subjects to learn, leaving insufficient time for English learning, which is why English learning fails. The previous approach was deaf-mute English, which also wasted some time. It was inefficient and neglected students’ oral expression. These fatal weaknesses all indicate that the methods used by Chinese people to learn English are poor, mainly because English-speaking countries provide too little help and guidance to Chinese people learning English. Why do students in English majors improve their English level normally? Through training in listening, speaking, reading, and writing in English, their English proficiency improves rapidly. The teaching methods of foreign teachers and other professionals ensure correct output, so after several years of studying English majors, their English improves rapidly and benefits them for life.

Krashen’s contributions to English teaching are immense, with the comprehensible input theory being the most influential pedagogical framework. This led to the rise of communicative teaching methods and task-based learning approaches. While the input-output theories may not be fully overturned, innovative ideas will emerge. For instance, theories like affective filter theory, learned helplessness, and breakdown theory provide valuable supplements to language learning. These theories vividly demonstrate that language acquisition is a painful, exhausting, and even repulsive process. Affective filter theory also highlights the importance of motivating learners, emphasizing the need for frequent praise and stimulating oral expression and grammatical development. Classroom instruction should prioritize communicative methods and task-based learning. Oral output becomes essential, while the outdated concept of “deaf-mute English” should be abandoned. Language output follows predictable patterns but can be introduced early. Writing exercises should be conducted extensively, ideally not delayed. Chinese composition writing has proven effective, and Chinese teachers now

emphasize both output and input. English learning should not be delayed—input must be timely, effective, and substantial to achieve the goal of gradual accumulation and natural progression. While output is crucial, it cannot succeed without complementary input.

Why prioritize language output? Because during the early stages of language acquisition, learners can not yet construct correct sentences. Issues with sentence structures and inability to produce coherent texts indicate delayed output—having missed the critical output period—resulting in “dumb English” where oral expression becomes challenging and composition writing proves difficult. These phenomena demonstrate that output must be substantial, timely, effective, and efficient, with errors needing immediate correction. Output also reveals the brain’s adaptability: language learning should begin early rather than late. Once the critical period passes, foreign language learning becomes easier. While primary and secondary school students remain malleable and intelligent, their learning motivation must be fully stimulated. Insufficient comprehensible input requires greater emphasis on habit formation and output practice. While learning motivation can be emphasized and willpower cultivated, students’ interest in learning must never be diminished.

Why isn’t my English output challenging now? The answer lies in the solid foundation laid by four years of English studies at Zhejiang Normal University. As a high school English teacher, I have had ample opportunities to practice speaking, which naturally makes my output smooth. This demonstrates the crucial balance between input quality and output effectiveness. Timely output and substantial input are key principles—this is the essence of the input-output theory in English learning. While it is a hypothesis, it has already evolved into a widely recognized framework.

4.2. Error correction

It is not easy to correct errors, but it is impossible not to correct them, because if students’ mistakes are not corrected in time, they will form a “petrification phenomenon.” We should pay attention to the degree of fluency, but also avoid language mistakes, and pay attention to both form and meaning.

Why do students dislike teachers correcting their mistakes? They fear losing face and prefer to avoid correction altogether. Therefore, when dealing with students’ errors, one should not be too strict, nor can one simply ignore them or leave them unchecked. The phenomenon of fossilization is difficult to correct. Error correction must be timely, effective, and efficient. English learning is a foreign language learning, and for people from China, we lack a language environment, making it relatively difficult to learn English. The level of automation has not yet been achieved, so error correction has become necessary. Some believe that correcting mistakes would hurt students’ faces, but not correcting mistakes is impossible. Error correction requires proper methods, but not grading assignments cannot improve educational outcomes. Without grading assignments, the quality of education will decline rapidly.

The “Double Reduction” policy aims to reduce students’ and teachers’ academic workload and stress, yet completely eliminating homework assignments remains unrealistic. While proper error correction is essential, expecting zero corrections is impossible. My regular grading of assignments—including essays and dictation tests—helps maintain manageable student workloads, allowing me to effectively serve all learners. As educators, we must remain diligent. The policy has shown success through demonstrated improvements. The students exhibit greater motivation and a more relaxed learning environment. With sustained efforts, educational quality will improve. Error correction remains indispensable—no homework should be left ungraded. Examinations must continue, and error correction during assessments is a necessary practice. I believe that with effective teaching methods, academic performance will be maintained. While enhancing educational quality is

challenging, current standards still require refinement. Every teacher must stay committed—even with policies like Double Reduction.

4.3. The impact of learned helplessness on English learning

Learned helplessness is harmful to students, but as students, they must be strong, resolute, and confident in themselves, and so on. Why are students more fragile? This is because of the existence of learned helplessness. English learning must be a human and engaging activity, and issues like error correction can hurt students' self-esteem. We can train students in accumulated activities to achieve the goal of speaking naturally. Students' psychology is fragile, and no one can withstand the blow of failure. There are still many underperforming students in China's primary and secondary schools because large-class teaching tends to divide students. The harmful effect of learned helplessness on students is significant. I suggest praising and encouraging students more often, rather than mocking or criticizing them. Correcting students' mistakes is the right approach, but it is best not to hurt their self-esteem, learning motivation, or confidence.

School education is only a part of all the education a person receives in life ^[24]. The psychological state of learned helplessness should be eliminated as much as possible, otherwise, the quality of education will not improve quickly.

5. Conclusion

What defines successful English teaching? The answer lies in mastering pedagogical principles. Once theoretical foundations are solidified, practical implementation becomes achievable. Teaching methodologies reflect educators' professional achievements and embody their wisdom. With a deep understanding of these principles, I can innovate lesson designs and develop fresh teaching approaches. Educators should never treat students as passive receptacles for knowledge. Effective instruction requires adherence to established guidelines that align with societal needs, contemporary trends, and the discipline's unique characteristics. Authentic language learning thrives in real-world contexts, where genuine emotional engagement stimulates critical thinking. Reading, for instance, can be both imaginative exploration and a process of input and comprehension.

Deep language learning must adhere to grammatical rules that align with Chinese learners' habits. However, language acquisition can transform one's emotions, experiences, and even their mindset. I believe personalized learning approaches are ideal, and these methods should demonstrate persuasive power. Effective learning requires emotional engagement, while language acquisition must follow established principles and patterns.

This paper primarily compiles key insights and summaries derived from fundamental principles of English teaching. I firmly believe language acquisition is achievable when guided by sound theories and methodologies. The personalized teaching approach represents a groundbreaking innovation, and we anticipate more sophisticated pedagogical frameworks emerging in the future. The success of English learning hinges on three critical factors: sound educational principles, well-suited teaching methods, and sufficient learning time. The remaining challenges—such as teacher competency, students' cognitive abilities, and time commitment—can be effectively addressed. Once these elements are properly resolved, mastering English will become significantly more attainable.

Students' success in mastering English requires a supportive social environment that fosters innovative thinking. With sufficient study time, our students can achieve excellent results. This is the first essential

condition. The second condition is that students must be guided by competent teachers who understand pedagogical principles. Learning English demands not only effective methods, techniques, and skills, but also the development of educational theories and principles.

These principles and theories have greatly promoted the English teaching methods in China. For instance, theories such as the psychology of learned helplessness are no longer novel. I believe that with better educational philosophies, the quality of education would be even better. If we take the wrong path, it indicates that the principles are flawed. Fortunately, in recent years, the principles have not deviated, which is why we have achieved such educational quality. As long as the theory is correct, practice will naturally be good. Thanks to these educational principles, our primary and secondary education work will not go astray. Practice is the only way to test truth, and as long as the theory is correct, practice will not be difficult. We have solved the problem of educational quality, and it will continue to improve in the future. I am relatively confident and optimistic about this. Teaching principles must align with the laws of human cognitive development and also with the characteristics of learning. English teaching is no longer difficult, and we must promote these teaching principles among all teachers and all teacher trainees. By learning these teaching principles, English teaching will no longer be a problem. These theoretical summaries have only covered some teaching principles, and such summaries may continue in the future.

Disclosure statement

The authors declare no conflict of interest.

References

- [1] Liu Q, 2022, Research on Teaching Methods and Strategies for College English, Jilin Publishing Group Co., Ltd, Changchun.
- [2] Su YF, 2021, Multimodal English Teaching Theory and Practice, China Federation of Industry and Commerce Press, Beijing.
- [3] Chen YY, 2022, Let Individuality Grow Naturally: Theoretical Origins and Practical Exploration of Fostering Education, East China Normal University Press, Shanghai.
- [4] Zhang WX, 2020, A Case Study on Reading Classroom Activities in High School English under Input-Output Theory, thesis, Jilin International Studies University.
- [5] Zhang WD, Shen DM, 2020, Teaching Reform and Practice of College English Listening and Speaking Courses from the Perspective of Input and Output Hypothesis Theory. *English Teacher*, 20(18): 8–10.
- [6] Huang YX, 2020, Application of a FiF Spoken Training System in College English Audio-Visual Teaching for Arts and Sports Majors under Input-Output Theory. *Overseas English*, (14): 131–132.
- [7] Xuan XH, 2021, A Study on the Implementation Path of Integrated Reading and Writing Instruction in High School English Based on Input-Output Theory. *Overseas English*, (23): 274–275.
- [8] Gao J, 2021, Applying Input-Output Theory to Enhance English Reading and Writing Skills. *Middle School English*, (24): 105.
- [9] Kong FL, 2021, Research on English Teaching Reform in Higher Education Based on Input and Output Theories. *Journal of Shandong Vocational College of Commerce*, 21(03): 33–36.
- [10] Lv JY, 2020, Application Strategies of Animation Resources for Primary School English Classes Based on Input-Output Theory, thesis, Hebei University.

- [11] Zhang B, 2015, An Analysis of Error Correction in English Teaching. Jilin Education, (26): 19.
- [12] Wu RM, 2010, Exploring Error Correction in English Classrooms from a Cognitive Perspective. Journal of Jining University, 31(06): 90–92.
- [13] Wu Y, 2008, How to Use Classroom Language to Stimulate Students' Interest in English Teaching. China Science and Technology Information, (05): 245–246.
- [14] Sun BL, 2003, On Error Correction in English Learning. Journal of Shaanxi Academy of Administrative Sciences. Journal of Shaanxi Academy of Economic Management Cadres, (04): 91–92.
- [15] Xie ZY, 2025, A Study on Acquired Helplessness in High School Students' English Speaking Acquisition, thesis, Sichuan International Studies University,
- [16] Liu BJ, 2024, A Brief Discussion on the “Acquired Helplessness” Phenomenon in Junior High School English Learning: Causes and Solutions. Campus English, (30): 169–171.
- [17] Wu SA, 2019, Study on Learning Helplessness in Chinese Language Acquisition Among International Undergraduate Students in China, thesis, Beijing Foreign Studies University.
- [18] Tan QB, Yan L, et al., 2024, The Impact of Cumulative Ecological Risks on Learning Helplessness in English Acquisition Among Rural Junior High School Students: The Mediating Role of Positive Psychological Capital. Educational Measurement and Evaluation, (01): 58–70.
- [19] Zhang LL, Liu XQ, 2025, A Study on Self-Efficacy in English Learning at Open Universities: The Flipped Classroom Approach. Journal of Shanxi Open University, 30(04): 85–89.
- [20] Chen Y, 2025, Research on Cultivating Mathematical Interest in Primary School Students. Mathematics Friend, (18): 79–81.
- [21] Zhang M, 2025, A Study on High School Students' Interest in Mathematics, Learning Motivation, and Mathematical Modeling Literacy, thesis, Guizhou Normal University.
- [22] Li ML, 2025, Strategies for Cultivating Interest in English Learning Among Primary School Students, thesis, Sichuan Normal University.
- [23] Zhou YX, 2019, Survey Report on the Current Status of High School Students' Interest in English Learning. Campus English, (02): 198.
- [24] Gao HR, 2022, (Ed.), Professional Development for English Teachers, East China Normal University Press, Shanghai.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.