The Application of Communicative Language Teaching: Method in Middle School English Classroom Teaching

Yao Cao

School of Foreign Languages, China West Normal University, Nanchong, Sichuan, China.

Abstract

English teaching needs to use scientific and effective teaching methods. With the development of English teaching concepts, it has become the main direction of the whole English teaching research to pay attention to the cultivation of English learners' language communication and communication ability. Compared to other teaching methods, communicative teaching method emphasizes the cultivation of students' communicative ability and the active role in foreign language learning, so that students can put what they have learned into practice. Therefore, more and more researchers pay attention to the method and try to figure out how to practice it in classroom teaching. This article will mainly discuss the characteristics of communicative teaching method and it is in practice this article mainly takes communicative teaching method as an example, discusses the emergence and development of this method, and discusses the specific application ideas of this method in English teaching and the problems that should be paid attention to in the process of classroom application.

Keywords

Communicative teaching method, Junior high school, English teaching

1. Introduction

In the history of English Teaching, Communicative Language Teaching (CLT) method has been exerting a profound influence on English teaching reform and playing an active role (Widdowson, 1978). It changes the traditional teacher-led classroom model and promotes second language learning by constructing new teacher-student relationship and student-student relationship. With the development of The Times, only the continuous reform and innovation of CLT teaching method and the exploration of effective strategies in specific teaching can really promote the rapid development of English teaching method. Due to many reasons, there are still some phenomena of "dumb English" and "deaf English" in the process of English teaching. The reasons for this phenomenon are various. The emergence and development of communicative teaching method as well as its characteristics are the knowledge and foundation that must be mastered for English teaching. This paper mainly tries to start from the connotation of communicative teaching method, to explore the concrete application of communicative teaching method in junior high school English teaching, which has a certain positive role in promoting the improvement of English teaching research level in the future.

2. The characteristics of CLT

2.1 The purpose of CLT is to cultivate students' ability to communicate

Communicative competence in communicative teaching method includes four aspects (Canale, 1980): linguistic
competence, sociolinguistic competence and discourse competence communicative strategic competence and communicative strategic competence. The combination of these four competences is the important characteristic and principle of communicative method teaching. The four kinds of abilities constitute the organic whole of communicative competence. They interact with each other, coordinate with each other, complement and perfect each other.

2.2 Emphasis on student-centered, emphasis on the analysis of students' communication needs

Traditional teaching methods, such as translation method, are mainly teacher-centered, and students are usually in a passive position (Yang Xiaohong, 2021). And communicative teaching method of teaching theory is that the students have a certain knowledge of English grammar, they have had the requirement to communicate in English, if used the small game, drama or groups to discuss ways to overcome the fear of students of English, improve their interest and intention in communication in English, so as to stimulate students' interest in learning. Under the communicative teaching method, students take the central position in the whole class.

2.3 Ideas, functions and communicative activities as the contents

In terms of content, communicative teaching method emphasizes the use of real language materials in teaching materials. The published college English teaching material Challenges creates real situations for students around all aspects of daily life such as living, hobbies, work, entertainment, etc., which has certain advantages in increasing the interest of learning, improving students' interest and reducing students' fear (Gu Chunyan, 2021).

3. Current situation of English teaching in junior high schools

On the whole, English teaching in China has made great achievements after the reform and opening up policy. Both in the quantity and quality of English talents training, there has been a great change compared with before (Zhu Wen, 2021). However, due to many reasons, English teaching still has the following problems in the specifications, goals and methods of personnel training in China. First of all, the training of English talents lacks applicability. As a language, the main direction of English teaching should be application.

However, in the process of English teaching in some Chinese schools, due to the influence of the whole teaching environment, the goal of English teaching is still stuck in the test-oriented stage. As a result, even after a certain period of English learning, students still can't express and communicate fluently in English. This is why the so-called "mute English" exists (Sun Yumei, 2016). Therefore, in the process of English teaching and development in the future, how to attach importance to the application of English teaching is the main foothold of the reform.

Secondly, the English teaching environment needs to be optimized. English teaching not only needs to be systematically improved in terms of teaching objectives, but also needs a favorable teaching environment to continuously promote the development of the whole teaching (Hong Limei, 2018). At present, the teaching environment in China has made considerable progress, but it still cannot meet the earning needs of English learners, especially in terms of the hardware environment of English learning. Some areas are still relatively backward, and students' English level cannot be effectively improved in the current teaching environment. In addition, there are also some shortcomings in the teaching software environment, including the teaching methods and teaching resources required by students. All these need to be remedied in the future English teaching reform.

Finally, the teaching staff needs to be improved. In the whole process of English teaching research and improvement, English teachers play an extremely important role. On the whole, our English teachers have reached the standard in terms of educational background, but there is still a lot of room for improvement in specific teaching methods and teaching practices. Therefore, based on this, how to strengthen English teachers is the main direction of English teaching research in the future.

4. The application of CLT in middle school English classroom

4.1 Create corresponding teaching situations according to textbook content

Many students have gradually produced a great misunderstanding and cognition of English learning, do not put the ability of oral English in an important position. But we have ignored one of the most important questions, what is the purpose of learning English and English should not be used for communication? This is the ultimate goal of learning a foreign language. In the past, teachers tend to be self-centered in English teaching, and rarely communi-
cate with students in the teaching process, which makes students in a passive position in class, which is obviously detrimental to students' learning (Xu Lingshan, 2022). This kind of boring class will weaken students' interest in English learning. In contrast, teachers can create communicative situations and design various communicative situations and activities according to the textbook content, so that students can fully integrate into the classroom atmosphere. In this way, students can not only improve their initiative in learning, but also cultivate their oral English communication ability. Communicative English is a popular form of teaching in English teaching. This kind of teaching mainly takes communicative ability as the main body of education, based on comprehensive language learning, and strengthens the cultivation of oral English. Book language teaching and oral communicative ability are integrated and interconnected, and are mutually dependent and promoted.

4.2 Set standards and make evaluation

In every process of implementing communicative teaching method, English teachers should make corresponding adjustments and optimization according to the actual situation of students, so as to maximize the effect of English teaching. In process of teaching evaluation, we should pay attention to the positive role of teaching evaluation. Through evaluation, we can better understand the deficiencies in teaching, especially in the specific placation of communicative teaching method. What needs to be emphasized is that in the process of teaching evaluation, on the one hand, the scientific nature of evaluation should be improved, and the reliability and validity of teaching evaluation should be better improved. On the other hand, we should pay attention to the initiative and enthusiasm of learners' self-evaluation, and guide learners to actively find their own shortcomings, so as to make up for the deficiencies in the future teaching and learning process.

4.3 Strengthen the interaction between teachers and students, and pay attention to the development of students' oral ability

As the name implies, English communication class is an audio class. Traditional middle school English classes rarely involve oral communication, because teachers think oral communication has nothing to do with the test, so they mainly focus on reading and writing teaching. In fact, this practice is not conducive to the improvement of students' oral communication ability (Lv Shiquan, 2014). To solve this problem, teachers should interact with students in class and guide students to interact with each other. Through interaction, students can express their true ideas in English and enrich their oral communication skill in the process of communication. Junior high school English learning process is the starting point of the whole foreign language learning and is also the focus. If the foundation is not solid at this stage, then it will have a great resistance to the later English learning process, this period of time can fully cultivate students' oral communication ability.

5. Conclusion

Reviewing the history of teaching methods, from the traditional listening, speaking and audiovisual methods to the current prevailing communicative methods, all have played a positive role in foreign language teaching at a certain stage, but there are also some problems. It is impossible to adopt only one teaching method and ignore the others. In the process of foreign language teaching, we should make a variety of teaching methods coexist, take advantage of strengths and avoid weaknesses, and study teaching methods that meet the realistic conditions, so as to achieve good teaching effects. In the process of teaching, teachers must grasp the characteristics of communicative method, and understand that students are the masters of learning, and teachers are only the guide of classroom activities. Therefore, we should be good at stimulating students' interest, enhancing students' confidence in learning, cultivating students' thinking ability and creativity, and creating a relaxed and happy learning environment.

References


