On the Application of Communicative Approach in English Teaching

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ABSTRACT

Under the premise of continuous education innovation and reform, it is a matter of great urgency to actively cultivate students' interest in English. Blindly urging students to study by rote cannot improve the efficiency of learning, and to cultivate students' love and interest in English is a long-term strategy for the development of English education in China. Based on this, this paper focuses on the research on the application of communicative approach in English teaching, with a view to the improvement of English teaching efficiency in China.

KEYWORDS

English teaching; communicative approach; learning efficiency; application strategy

INTRODUCTION

With the development of the present era, China gradually integrates with the world and its domestic talent output and inflow has gradually become white-hot. Today is an era of education without borders. Faced with such educational integration, increasingly high requirements are applied on the mastery and application of students' second language, and therefore, taking English, the world's common language, as a compulsory course of students has become a leavening education form in China. English is more and more widely used in China as a general purpose language in the world. With the entry of China into the World Trade Organization in 2001, English has become a discipline that cannot be neglected in all kinds of colleges and universities. However, the English education in China is also facing some problems at present. As the context, syntax rules, lexical characteristics and other aspects of English are quite different from the culture of China, the teaching and learning pressure cannot be ignored. Under this circumstance, it is very important and necessary to carry out English teaching in a scientific and effective way.
THE IMPORTANCE OF THE APPLICATION OF COMMUNICATIVE APPROACH IN ENGLISH TEACHING

The present English education in China mainly adopts the way of “mute English” which pays attention to memorizing and writing while ignoring the listening and reading. However, it is very important to create the language environment as much as possible to improve the enthusiasm and interest of junior high school students in English learning. Therefore, listening teaching has a very important role and significance for the English learning in junior high schools. In the history of human development, practice is an important reason for the progress and development of mankind. Only by being bold in practice can human beings draw lessons from deficiencies and unknown mistakes to get substantial progress. The communicative approach emphasizes the practice in English lessons, which has the same effects. This kind of practice teaching is neither the derivative of classroom teaching nor the consolidation of existing knowledge; it is the correct and positive guidance to the English teaching through the vast external environment [1].

To carry out the reform of English teaching is not only one thing that students themselves should do but also the responsibility of teachers in teaching. Only the cooperation and joint effort of the two sides can actually implement the interest cultivation of English teaching in the normal English teaching. Cultivating students' interest in English can make students learn English knowledge effectively and help them use English knowledge efficiently, which will have positive impacts on their own development. Similarly, the practical application of communicative approach in English teaching also puts forward a new way of thinking and direction for the whole teaching to promote the reform and development of the whole teaching and education, so that it can truly realize the function of imparting knowledge and cultivating people [2].

EFFECTS OF COMMUNICATIVE APPROACH IN ENGLISH TEACHING

Strengthening the memory of English

The application of communicative approach has a good practical significance in the teaching of many courses, and thus its implementation in the process of English teaching can be a good way to improve the teaching efficiency. For students, the difficulty in grammar and word recitation is the main factor hindering students in their English study. If the simple and feasible communicative approach is applied in teaching, students can easily remember corresponding words and grammars through the continuous application, so as to achieve the purpose of easy learning. Taking the English word “American” for an example, it can be broken up into several parts and then students can remember this word through the image way of thinking. First of all, “am” means “yes (是的)”; and “-er” is the suffix of the word “teacher” which can be imaged as the “teacher (老师)” ; “i” can be understood as “I (我)” and “can” is “can (能)”. After being divided, the parts of this word can form a complete meaning “Yes teacher, I can (是的老师我能)”. When the word is needed again, it is easy to reorganize the word “American” by the meaning after division. Such kind of division and reorganization not only increases the students' interest in learning, but also makes the English teaching achieve better results and lays a positive and good foundation for students' study [3].
Enhancing the enthusiasm for studying

The development of education lies in the effective transformation of educational concepts, because the concept is the key to action. The education concept guides the effective implementation of teaching. All new educational reform starts from a new concept of education and the change of concept leads to changes of overall thoughts. The reform of English curriculum education has entered a period of rapid development and plays an important role in the overall development effect. Student curriculum reform has effective embodiment of its value in education. To improve students' ability of English course studying, the traditional educational philosophy should first be actively changed, so that relevant departments can give high priority to the cultivation of students' learning ability and the curriculum teaching should be properly attached importance to.

Traditional English teaching focuses on the explanation of book contents while completely disregarding the students' psychological and physiological status. The direct result is that the teacher speaks on the platform, but students nod off in class, which not only affects the teacher's mood, but also makes students' learning status far from the ideal goal of running a school. In order to improve this situation, the application of communicative approach in English teaching is particularly important. The teacher must take into account the actual situation of students, abandon the traditional teaching thoughts and teaching ideas and actively guide students to interact with themselves, so that students can better integrate into the teaching. This requires the teacher to have a good professional quality. In other words, teachers should wear smile and integrate passion and interaction into their teaching. Furthermore, rather than forcing students to study, the teacher should have full confidence in the ability of students, actively encourage students to speak and show their self-awareness and guide students in a serious and positive way, so as to enhance their enthusiasm for learning.

BASIC APPLICATION PRINCIPLES OF THE COMMUNICATIVE APPROACH IN ENGLISH TEACHING

Congratulations and praise

Americans are glad to accept congratulations and praise. In the event of praise, Americans generally directly reply “Thank you”; but most Chinese may say “There is nothing to be praised”. Americans often praise their own family members, while Chinese people rarely praise their family members in public. This is the conflict between the approbation maxim in English and the principle of self-denigration and others-esteeming in Chinese. Self-denigration and others-esteeming is the courtesy phenomenon with the most obvious Chinese characteristic. When talking about oneself or anything about him, the speaker often expresses in the “deceive” and “modest” manner; and when talking something about the listener or related to the listener, the speaker often shows an attitude of praise and respect. The Chinese nation have followed “the modest receive benefit, while the conceited reap failure” for thousands of years, while the approbation maxim and modesty maxim in the politeness principle in British and the United States are obviously more honest.
Expressions for thanks

Expressions, such as “thank you” and “please”, are used frequently among westerners and even commonly used among relatives and friends. Parents often say “thank you” to their kids and it also a common expression between the husband and wife. But Chinese people seldom express their gratitude, because they think expressing gratitude is similar to reveal an alienated relationship. Chinese people often say: “Don't say “thanks” to me, or I'll feel I'm being treated as a stranger (我俩之间还说谢谢那就太见外了).” Expressions for gratitude are not used as frequently between close friends as westerners.

Dinner and face

“Face” exists in every society. In Chinese culture, “face” is the core of interpersonal communication and thus it is particularly important. However, westerners do not lay particular stress on “face”. What is highly valued in the western society is the essence and result, and thereby westerners are more willing to sacrifice the “face” to achieve personal purpose. Chinese people are on the contrary. They are more concerned about how people around think of him and they would rather suffer losses than lose their face, just as the so-called “more nice than wise”. Taking the eating habit for example, Chinese people have always attached importance to the form while westerners pay attention to the content. In China, if a friend says “Let's go to have dinner!” he means that he intends to treat. It is different in America. “Let's go to eat together!” said by an American does not contain the meaning of entertaining guests and it often refers to go Dutch, namely AA. If an American intends to treat, he will say: “It's on me.” In the opinion of Chinese people, it is awkward and a little shameful if people pay for their own food in the warm and lively atmosphere after dining together. They have been used to one person paying the bill. If they feel embarrassed, they may take turns treating the others, that is, another person will pay the bill next time. Foreigners seem difficult to understand the custom of return banquet in China. In the final analysis, the cultural differences decide who will pay the bill. Chinese people highlight the moral principle and emotion; westerners lay stress on the effect and reason. It is difficult to say which of the two is nobler or better. The key is to understand each other, reduce misunderstanding and friction and get along as soon as possible. Just as the Chinese old saying goes: “to speak and act in line with different environments”, it is better to do as the Romans do to prevent mistakes or misunderstandings [6].

Greeting

Chinese people are used to greeting others with “Did you have dinner?” or “Where will you go?” Sometimes they may say “Where are you?” as soon as they pick up the phone. But in the opinion of westerners, some information such as “whether I have eaten dinner and where I will go” is personal privacy which is not needed to be told others. In China, people do not have strict perception of personal privacy, and one generally does not mind that others have a brief understanding of his life. When talking with others, Chinese people like to talk about personal affairs, such as age, marriage, income, etc. But westerners may be very angry if they are asked about the above aspects.
Stimulating students' learning motivation

The focus of English communicative teaching on improving the quality of students' English course learning is to stimulate students' studying motivation as well as internal factors of study motivation such as the construction of their interest and attitude. Students' interest in learning is a direct driving force to their further study and also the most effective part of the students' learning motivation. The interest in course can improve the overall efficiency of students in curriculum knowledge studying and then cultivate overall level and quality of student in learning.

Creating different contextual models

In the process of communicative English teaching, the teacher can create different situational models in the process of teaching and pay attention to the cultivation of students' English language skills, and then generates students' interest in learning. Visual teaching aids and multimedia technologies can also be used to present the contents of teaching from different aspects and in varying degrees. The teacher can adopt a variety of methods and ways to transfer students' interest to the course of study. The attitude includes the process of cognition and emotional belonging. Students' attitude towards course learning have a positive appraisal meaning and realistic value to the course, and it is also the direct factor influencing students' learning motivation. Therefore, teachers should pay attention to the educational research of English courses in daily teaching when they cultivate students' interest in learning. Students could be cultivated by the effective penetration of scientific education concept, and then they who despised course learning will begin to pay attention to English course learning.

Scientific and reasonable teaching design

Students have relatively flexible thoughts and more hobbies as well as greater interest in new knowledge, so that their learning is easily affected by the surrounding environment. The environment and the family have a direct impact on the students' learning habits, and thus the teacher needs to carry out targeted teaching design to actively guide students to form an effective and independent habit helping those complete learning tasks. In the process of communicative English teaching, the teacher should urge the students to carefully complete the preview, take note in classes and review after-school, which can help students achieve the effective accumulation of knowledge and form a good habit of accumulating, summing up and summarizing. Students can also make full use of course thinking to understand and analyze problems, and thereby developing their comprehensive quality and overall understanding of the course.

Novel beginning of teaching

The novel beginning of teaching can bring a good start for the whole teaching, and it is also a good foundation to attract students with active thoughts. The communicative English teaching emphasizes “only when students are willing to learn can English
reading and listening teaching be carried out and be used by students, and a good start is the first step to arouse students' interest”. The main condition for a good beginning is the teacher's own perception and understanding of the teaching. The teacher should guide students to participate actively in the teaching according to their actual learning situation through various forms, such as the appointment of the student on duty in daily study, English speeches before the class, students' independent summary of the last class, and so on. In this way, the study will not begin with the teacher's slogan, but from students' autonomous participation in study, and ultimately students will study hard, actively study and enthusiastically.

Teaching students in accordance with their aptitude

The course is not to indoctrinate students mechanically, but to guide students correctly in a sequential and attractive way to implement autonomous study of English. In this way, students will ask questions in their English studying timely and the teacher will also respond positively. The teacher also needs to apply supervision on students' studying at different levels, give students the direction suitable for their development and cultivate their interest in independent learning. This kind of education requires the teacher to know how to “teach students according to their aptitude”. Specifically, the teacher cannot overestimate the ability of students and should patiently solve all kinds of suffering of the students, so as to make the students not feel helpless and tired and help them establish self-confidence in the process of studying.

CONCLUSION

Einstein, a famous physicist in the world, once said: “interest is the best teacher for human beings.” Only being interested in things can human beings have the driving force to engage in research and have the potential to learn and develop research. English studying should also be combined with students' interests and hobbies. Only by cultivating students' interest and hobbies in English will learning English not become a responsibility but a kind of entertainment for students, which will play a good role in promoting the development of both students themselves and English teaching in China in the future.

REFERENCES