Analysis on the Application of Communicative Language Teaching in Senior High School English Class

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Abstract: *Communicative Language Teaching method is one of the main teaching methods in foreign language teaching. According to CLT, the foreign language classroom should be a place which is full of communication, and the final destination of English learning is communication. Compared with traditional teaching methods, communicative teaching method has its unique charm and characteristics. English is a language. The purpose of English teaching is to let students learn to communicate in English. As language becomes a means of communication, the acquisition of foreign language knowledge and communicative competence depends on specific communicative activities such as listening, speaking, reading and writing. The English syllabus also clearly requires that English teaching should cultivate students' communicative competence. However, looking at the current situation of English Teaching in China, it can be found that the vast majority of students' ability to communicate in English is relatively weak. In order to improve students' ability to communicate in English, communicative teaching method has been paid more and more attention by teachers. However, it is undeniable that everything has two sides. There are also many deficiencies in the implementation of communicative teaching method, which need us to further explore. Therefore, this thesis focuses on the evaluation and analysis of the application of Communicative Language Teaching of teaching practice.*

Keywords: English teaching; Communicative Language Teaching method; Application; Analysis.

1. INTRODUCTION

1.1 The background of Communicative Language Teaching method

The linguist Chomsky pointed out: "when we learn a language, we must recognize the difference between language ability and language behavior." He believes that once people have mastered advanced abstract language skills, they can create endless sentences. However, the famous American sociolinguist Hymes put forward the concept of communicative competence(Shu Dingfang,2019). He pointed out that whether a person can master a language well or not depends not only on whether he can make many grammatical sentences, but also on whether he can use the language correctly. Therefore, communicative competence has nothing to do with his mastery of language structure, but with his ability to use language in social activities. Linguists such as Candlin, Widdowson and Halliday all believe that language teaching should train people's language ability, not just teach them to master language structure. They regard language as a tool of communication. This view that the main purpose of language teaching is to train students' communicative competence is the basis for the development of communicative teaching method. In addition, since the establishment of the European Community in the 1970s, the links between European countries have been continuously strengthened. In order to solve the problems caused by language barriers, many linguists have also begun to devote themselves to the study of new language teaching methods, thus promoting the development of communicative teaching methods.

1.2 The purposes and characteristics of Communicative Language Teaching method

The communicative approach has two specific purposes. One is to take communicative competence as the goal of language teaching. The other is to develop the four skills of listening, speaking, reading and writing, and to recognize the interdependence between language and communication(Hu Xiaoze, Hu Haijian, 2019).

According to Maley, he summarizes six characteristics of Communicative Approach.

(1)   Focus on the use of language rather than simple language forms;

(2)   In communicative activities, we should pay more attention to the fluency of language, not just the training of accuracy;

(3)   To accomplish communicative tasks smoothly through language, rather than practicing language mechanically;

(4)   Emphasize the initiative and interaction of students in the classroom, rather than teachers as the protagonists;

(5)   Emphasize the individual differences of students, and do not use the step-by-step methods;

(6)   Be aware of the diversity of language use, rather than simply emphasizing the language itself.

2.   THE APPLICATION OF THE COMMUNICATIVE LANGUAGE TEACHING METHOD

The application of communicative teaching method in middle school English classes and the expected teaching efficiency and quality require teachers and students to have a full understanding of the concept of "communicative teaching method", in order to correctly apply communicative teaching method in middle school English reading classes. Communicative teaching method is a teaching method aimed at cultivating students' ability to apply language in communication, with language function as the teaching guideline. Language function refers to the use of language to express behavior, thoughts, and narrative. For example, inquiry, request, hope, fear, correctness, error, etc. Language communication ability is the combination of language function and the desire to express ideas. Language function requires the expression of ideas to demonstrate the level of language ability, and the expression of ideas needs to be elaborated through language function. Language function and the desire to express ideas complement each other. Communication is the most fundamental function of language in society, and communicative competence is the most fundamental purpose of language teaching.

2.1 Building an open classroom to encourage students' oral communication

For junior high school students, they mainly rely on English textbooks to learn English knowledge, and in extracurricular life, they rarely communicate in English, which makes the knowledge they learn in the classroom unusable, and some even cannot use some words and do not understand some sentences, resulting in teaching limitations(Wang Chen,2020). In response to this situation, teachers should create open classroom education to give students more room to play in the classroom. By improving students' classroom status, they should have the opportunity to express themselves in the classroom, and improve their English proficiency through continuous communication and expression. Based on English classroom education, it is important to avoid systematically educating students, as this can make the classroom atmosphere too dull, fail to meet students' requirements for the classroom, and even lead to students losing interest in English learning. This is also what teachers need to pay attention to in education, which is to build an equal relationship between teachers and students, so that students can express themselves in the classroom. Through interactive education, students' interest in learning can be enhanced, and their English proficiency can be enhanced. For example, in the text "What time do you go to school?" in the seventh grade textbook of the Teacher's Education Press, teachers can ask students to perform roles and communicate in English while completing basic educational tasks. In order to create a good learning atmosphere and increase learning fun, teachers can also use multimedia methods to guide students to think and express themselves by playing some videos and pictures, thereby cultivating students' English thinking and enabling them to truly integrate into English classroom learning. This can not only improve students' learning outcomes, but also help them better lay the foundation of knowledge and cultivate their English thinking.

2.2 Developing students' communication skills based on textbooks

English teaching for junior high school students is mainly based on textbook knowledge. Therefore, teachers need to attach importance to the teaching materials themselves, by explaining the learning content, improving students' English knowledge foundation and helping them learn better. In addition, in actual teaching, teachers analyze the content of English textbooks and adopt flexible and varied teaching methods to improve students' oral expression ability, break away from outdated educational concepts, and make students feel the fun of new classroom teaching, thereby enhancing their enthusiasm for learning(Li Fengli,2020). For example, in the textbook "I'm going to study computer science." in the eighth grade of education, teachers can create relevant scenarios to stimulate students' in-depth learning. In order to consolidate students' knowledge foundation, teachers need to explain each knowledge point, analyze key knowledge, improve students' understanding ability, and help them lay a solid foundation. This is more conducive to students' continuous learning. In order to achieve better teaching results, teachers can also organize debates, divide students into small groups, and explore computer science to cultivate students' oral communication skills. This not only lays the foundation of students' knowledge, but also improves their oral expression ability, allowing them to feel the charm of English learning.

2.3 Carry out game teaching to enhance classroom fun

English is a very interesting subject, but if teachers cannot adopt effective teaching methods, it is easy to make classroom education dull and students have low interest in learning. Therefore, in practical teaching, teachers should grasp the characteristics of students, enrich classroom education forms through various ways, meet students' requirements, and enable students to integrate into classroom education, achieving high-quality education(Long Changyuan,2020). For example, many students may not be able to concentrate when learning English, and at this time, teachers can use word relay methods. On the one hand, this can create a good learning atmosphere, and on the other hand, it can make students feel the joy of English learning, reduce learning pressure, and enable them to truly integrate into their learning. When using game based education methods, teachers create a stronger classroom atmosphere by constructing group cooperative activities. In English education, through game based activities, the effect of teaching through entertainment is achieved.

3.   THE EVALUATION OF THE COMMUNICATIVE LANGUAGE TEACHING METHOD

3.1 The advantages and the disadvantages of the CLT

The communicative approach treats students as subjects of language practice through group activities, role-based activities, dialogues, discussions and other forms of activity, which allows for active thinking and language training. The teacher plays a role in organising, inspiring, judging and summarising. The communicative approach requires teachers to provide students with a broad environment for learning, practising and creating language in a form which is close to real life, so as to enhance students' sensibility of English and to strengthen their active thinking and creative abilities. However, because the CLT is a student-centred teaching method of language teaching, and the differences in students' language foundations, motivations, cognitive levels, intellectual readiness, emotional factors and personalities can directly and seriously affect the implementation of the communicative teaching method.

The communicative approach emphasises the importance of teaching materials that are derived from or closely related to real life. It takes a wide range of materials, covering all aspects of politics, culture, sports, science and technology, economics and so on. This is beneficial for enhancing students' perceptual understanding of the language, broadening their intellectual horizons and developing their ability to communicate effectively and appropriately in a variety of contexts. It is for this reason that the communicative approach places greater emphasis on the quality of the teacher than other teaching methods. It is for this reason that the communicative approach places greater emphasis on the quality of the teachers themselves than other teaching methods. However, it is also clear that the current situation for teachers is not good, because the majority of them are unable to perform the role of advisor and organiser of communicative activities in the classroom.

The communicative approach is based on the specific needs of the learners, instead of the grammatical rules, and it's conducive to motivatie and enable them to learn the language in a variety of contexts and link the grammar learning to language application. The communicative teaching method, which the emphasis is the 'ultimate purpose' of the target language. This is an important reason why it is different from other teaching methods. However, it disrupts the systematicness of grammar teaching and is not conducive to the acquisition of grammatical knowledge by students. As a result, by the end of a lesson, students always feel that they learn nothing. Therefore, the teachers should not only create situations closely related to life and guide students to use and create language, but also not separate grammar teaching from the training of communicative competence.

3.2 The ways to overcome these challenges

First of all, we should understand the relationship between the knowledge of language structure and the use of language knowledge. The knowledge of language structure includes pronunciation, intonation, vocabulary, phrases, grammatical structure, etc. It is a basic tool for language expression. To improve and enhance communicative competence, we must master the pronunciation and intonation that people can understand, and acquire grammar and basic language skills. Due to the lack of foreign language environment, it is necessary for learners to master some knowledge of language structure at first. On the other hand, language competence is the foundation of communicative competence. The cultivation of communicative competence must be based on language competence. Therefore, the cultivation of language competence should not be neglected in foreign language teaching.

Secondly, the role of teachers in communicative foreign language teaching should be redefined. Communicative teaching method advocates student-centered teaching, emphasizing students' active participation and cooperation between teachers and students. In the communicative teaching classroom, teachers are no longer just "knowledge disseminators", they should play a diverse role according to the students' personalized needs(Yujie Zhang,2021). As a demonstrator, teachers should present language materials and practice forms directly, participate in the communication activities with an equal status, and demonstrate to thheir students, which can activate and strengthen their knowledge and skills, also eliminate students' tension and anxiety; As an organizer, in addition to organize an extra-curricular class, the teachers should also adjust teaching strategies according to students' receptive ability and classroom performance, and cultivate their language interest and learning enthusiasm; As evaluators, the teachers should monitor students' communicative activities and make appropriate evaluation of each student's classroom performance in time.

4.   CONCLUSION

Through the analysis and reflection of the literature, we can find that the communicative teaching method has both advantages and disadvantages. Therefore, the understanding of the communicative teaching method should not only stay in simple communicative activities, but also combine the current teaching situation in China and flexibly use the communicative method in English teaching classes according to the actual situation of each stage. In addition, any kind of communicative approach is not omnipotent. Communicative teaching method has its scope of application, and traditional teaching methods are not undesirable. It is necessary to find a balance between the two, inherit and innovate communicative teaching method, and work

together to cultivate students' communicative ability and language skills, so that students can apply what they have learned and gain what they have learned. Communicative Language Teaching method is a new teaching method. Although there are many advantages, it puts forward higher requirements for teachers' knowledge and ability. At the same time, this approach is not easy to evaluate students. At present, there are still some problems in the application of communicative approach by English teachers in China. However, as long as we continue to explore and practice, flexibly and skillfully combine the various teaching methods and learn from each other, communicative language teaching can achieve fruitful results in English Teaching in China. In short, the application of communicative teaching method in junior high school English reading classes is of great significance, and the use of more efficient communication strategies can enable junior high school teaching to achieve better teaching outcomes. By applying communicative teaching methods, students' reading ability can be strengthened, their English proficiency can be improved, and their knowledge of English language and culture can be expanded. In addition, the application of communicative teaching method can also provide students with certain practical opportunities, laying the foundation for their future integration into contemporary society

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