

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

Opening, in this new era, of the "four histories" courses in normal colleges and universities is a significant action to act out the fundamental task of foster character and civic virtue, an effective approach to complete ideological and political courses and make up its short board, and safeguards students of normal colleges to strengthen the "four self - confidences" and live up to "two maintenances". Essential is scientific positioning for the setting of the "four histories" courses in normal colleges and universities, thus to mirror characteristics of the education. Efforts should be inputted to clarify teaching objectives, priorities and methods of these courses, properly handle teaching relationship between "historical courses" and "Introduction to the Theoretical System of Socialism of Chinese Characteristics", internal correlation of "historical courses", and interaction between "learning history" and "today's application", so as to give full play to the education effect of the courses to the greatest extent, from characteristics of high - quality basic education personnel training, normal college students, and teaching of ideological and political courses in normal colleges.

Zhai Weixi (2022) grasped historical tide, got a clear understanding of historical orientation and tightly seized historical opportunity learning from history and starting from theoretical foundation. Foremost, "four histories" course echoes ideological education attributes of ideological and political arrangements in colleges and universities, and continuously maintain its guiding role in ideology; second, the course interprets teaching objectives of ideological and political courses, that is, understanding the truth, boosting confidence, advocating moral character and practice preaches through studying history; last but not least, it is consistent with teaching characteristics of ideological and political courses in colleges and universities. It suits well teaching process of ideological and political courses, and innovates the teaching mode [1]. Practical value of "four histories" education in integrating college students' ideological and political work in higher vocational colleges was expounded by Cui Nan, who, additionally, dissected existing difficulties and drives, and attempted to figure out feasible paths for instructors to integrate daily "historical" education into college students' ideological and political teaching. All inputs aim at enabling the majority of young generations to take history as a mirror, fulfill the dream of building a strong country sticking to their original intention and mission, and practice the promise of shaping a powerful nation out of individual efforts[2].Guo Bixia (2022) pointed out that at this great historical moment of great significance, the 100th anniversary of the founding of the Communist Party of China in 2021, the integration of party history education into the ideological and political education of college students will play a very important

role in improving the quality of ideological and political education. the role of sex.

For the ideological cognition of college students, party history education is not only the most powerful patriotism education, but also the most powerful ideological and belief education. It can effectively stimulate the national spirit of college students and is a very important measure to help college students understand history. At this stage, colleges and universities are integrating party history education in the process of ideological and political education, establishing a party history ideological and political teaching system, and gradually building it into a long-term mechanism, which can effectively integrate party history education into the ideological and political theory courses of college students, and give full play to the value of political theory courses [3]. Contemporary college students are now immersed in excessive new media. Exchange and collision of multiculturalism has made values of young students risky, which not only affects the growth of college students, but also hammers the healthy development of the country in the future, according to Du Xin (2021). "Four Histories" contain rich philosophy of life and wisdom in governing the country, and they are the necessary "nutrients" for students to strengthen their ideals and beliefs and fulfill their original mission. On the centennial birthday of the Communist Party of China, the in-depth development of the "four histories" education has also been endowed with new vitality and meaning of the times. In practice, the main position of ideological and political courses, the main port of campus culture, and the main channel of the Internet should be used to continuously improve the leading, fresh, and appealing power of the "four histories" education, so as to improve the effectiveness of ideological and political education for college students [4]. "Respect for History" says: "History, the sources, answers for the goal of Dao. One must learn history first to know the Dao." Strengthening history education and learning the history of the party and the country, "is to adhere to and develop socialism with Chinese characteristics, and integrate the party and the country into each other. It is a required course for the project to continue to move forward." The Party Central Committee attaches great importance to the study and education of history, especially the history of Chinese revolution and construction, and requires colleges and universities to focus on "General Secretary Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era" on the basis of maintaining a relatively stable setting of compulsory ideological and political courses. Histories of the party, the state, reform and opening up, socialist development, the constitution and law, excellent traditional Chinese culture and other set a series of optional compulsory courses. Through innovation and improvement of the ideological and political curriculum system, the education of the history of the Communist Party of China, the history of new China, the history of reform and opening up, and the history of socialist development has been strengthened to promote the "normalization and institutionalization of ideal and belief education". At present, it is a very urgent political task for colleges and universities, including normal colleges and universities, to strengthen the curriculum construction of "Four History" and promote the education of "Four History" into the mind and heart. It is to train qualified socialist builders and successors important measure.

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. "History is the best textbook." "Four histories" education is an inherent requirement for upholding and developing socialism with Chinese characteristics in the new era. Normal colleges and universities can educate and guide students of teachers' colleges and universities to have a deep understanding of the "Four History" courses. Over the past 100 years, the Communist Party of China has united and led the Chinese people to explore the road.

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.

2.4.Properly Handle Teaching Relationship between "Four Histories" and "Introduction to the Theoretical System of Socialism of Chinese Characteristics"

"Four Histories" repeat certain contents of the "Introduction" course, "Ideological and Moral Cultivation and Legal Foundation" course, and the "Situation and Policy" course to varying degrees. Especially the "Introduction" course that has a lot of say on histories of the Communist Party of China, new China, reform and opening up, and socialist development. Therefore, lecture givers must properly handle the relationship between "four histories" and concerning courses, underline characteristics and key points of each course, and do well in coordination. Curriculum settings reveal that the "Introduction" includes Mao Zedong Thought, Deng Xiaoping Theory, important thoughts of "Three Represents", Scientific Outlook on Development, and the General Secretary's Thought on Socialism with Chinese Characteristics for a New Era, laying particular emphasis on examining Chinese social reality, political ideological and theoretical understanding; while "four histories" circle its teaching content basing historical development of the Communist Party of China, the new China, reform and opening up, and socialism. Specifically, the "CPC History" class in "Four Histories" embraces the birth, development and growth of the Communist Party of China, expounds the founding of the Communist Party, the Great Revolution, the Land Revolution, the War of Resistance, the War of Liberation, the founding of the state, reform and opening up, and the new era, briefly introduces the ideological and theoretical achievements in stages, and distinguishes from "Mao Zedong Thought", the first part of "Ideology" in the "Introduction" class. "History of New China" course mainly narrates the establishment, development and prosperity of New China from chapters of founding, establishment, rejuvenation and strengthening of the state. It writes itself with breaking news of new China over the years. It must be distinguished from the theory of socialist transformation in the "Introduction" class, the theoretical achievements of the preliminary exploration of the road of socialist construction, Deng Xiaoping Theory, the important thought of "Three Represents", the Scientific Outlook on Development, and General Secretary Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era. Come. The course "History of Reform and Opening-up" mainly focuses on the proposal, development and in-depth promotion of reform and opening up. In the teaching process, the teaching content can be determined as the prelude to reform and opening up, the beginning and exploration, overcoming difficulties, comprehensive deepening and new patterns and other historical facts The content of this chapter will briefly describe the theoretical achievements formed in the process of reform and opening up, in order to distinguish it from the "Introduction" course which emphasizes "ideological elucidation". Teaching content such as "General Secretary's Thought on Socialism with Chinese Characteristics for a New Era". The course of "History of Socialist Development" mainly focuses on the production and practice process of socialism. The establishment of China, the development of socialism in China,

socialism in contemporary China, and the future and destiny of socialism are taught as topics. The teaching content should be distinguished, and highlights the historical development process of socialism.

3. THE EVALUATION OF THE COMMUNICATIVE LANGUAGE TEACHING METHOD

Establishment of the "Four History" course is a key part of strengthening the construction of an ideological and political course group with the general secretary's new era of socialism with Chinese characteristics as the core content. The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council pointed out that it is necessary to build an ideological and political course system of "compulsory courses + elective courses" that conforms to the characteristics of the school period, and requires the introduction of "Introduction to the Basic Principles of Marxism", "Mao Zedong Thought and Socialism with Chinese Characteristics" at the undergraduate level. "Introduction to Theoretical System", "Outline of Modern Chinese History", "Ideological and Moral Cultivation and Legal Basis", "Situation and Policy", and "Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics", "Ideological and Moral Cultivation and Legal Foundation", "Situation and Policy" at the junior college stage and Policies" and other required courses. In general, compared with undergraduate colleges, the three compulsory ideological and political courses offered by normal colleges and universities focus on the indoctrination of the theoretical achievements of Marxism in China, the improvement of students' ideological and moral quality and legal accomplishment, and the tracking of current political dynamics. Update, two courses, "Introduction to the Basic Principles of Marxism" and "Outline of Chinese Modern and Contemporary History", which focus on explaining the theoretical basis of the guiding ideology of the Communist Party of China and China's modern and modern history, have not been set up, resulting in the setting of the curriculum system of ideological and political courses in normal colleges and universities. "Innate deficiencies". Based on this, teachers' colleges and universities selectively offer "four histories" courses in the form of ideological and political optional compulsory courses, which effectively make up for the deficiencies and shortcomings of ideological and political courses in normal colleges and universities in political history education. It can continuously enrich and improve the curriculum system of ideological and political courses in normal colleges and universities.

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 motivate 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 their 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.

3.3. "Four Histories" Courses in the Form of Optional Compulsory Courses Are in Line with the Reality of the Limited Total Hours of Teaching in Normal Colleges and Universities

Different from the four-year and five-year schooling system of undergraduate colleges, normal colleges and universities have a short schooling system, generally three years, and the total number of credit hours is limited. Students need to complete the rated credits within the specified time before graduation. At the same time, teachers and college students also need to participate in practical training. In 2019, the "Guiding Opinions on the Formulation and Implementation of Professional Talent Training Programs for Vocational Colleges" issued by the Ministry of Education clearly stipulated that "practical teaching hours account for more than 50% of the total hours in principle". Under the circumstance of limited total hours, a large number of practical training hours will inevitably occupy the theoretical teaching hours of the students of normal colleges and universities, and will also affect the total teaching hours of political theory courses in normal colleges and universities. Therefore, teachers' colleges and universities offer "four histories" courses in the form of ideological and political optional compulsory courses. Students can study "the history of the Communist Party of China", "the history of the new China", "the history of reform and opening up" and "socialist development" according to their own needs. Selecting one of the four courses of history to study, not only overcomes the problem of being limited by the total number of hours of normal colleges and universities and cannot expand the ideological and political course system, but also takes into account the interests and needs of students, giving students a certain degree of autonomy in choosing courses, echoing with the actual situation of ideological and political education and teaching in normal colleges and universities.

3.4. Teaching Content Should Meet Requirements of Talent Training in Accordance with Characteristics of Education Goals of Normal Colleges and Universities

Higher vocational education lies in cultivating high-quality technical talents with all-round development of morality, intelligence, physique, beauty and labor. Normal colleges and universities now continue to strengthen the fundamental task of fostering virtue through education, and focus on the systematic training and comprehensive development of talents. Equal stress on integrity and ability has become an important symbol for evaluating the success of talent training in normal colleges and universities. Teaching of "Four Histories" should also be closely aligned with the requirements of the training objectives of teachers' colleges and universities, strengthen the ideological and political construction of the course, and devote itself to the training of high-quality technical and

skilled personnel. So that students can strengthen the ideal and responsibility of the rejuvenation of the Chinese nation in the process of studying history, understand the basic principles of life and work, practice the core socialist values, improve the effectiveness of ideological and political education, and promote ideological and political courses and courses in the new era.

"Four Histories" share commonality and shine on individuality, and are relatively independent and closely related. Contents suggest that the history of the Communist Party of China cover parts of the history of New China, reform and opening up, and socialist advances. And history of socialist development includes tracks of the Communist Party of China, new China, and reform and opening up. Logically speaking, "four histories" follow the rising of Chinese people building a new China under the guidance of the Communist Party of China, wealth-making of reform and opening up, persistence of holding high the banner of socialism with Chinese characteristics, and also a history engraved with blood, tears, struggle and miracles that made the Chinese nation stand among the nations of the world. Accordingly, teaching of "four histories" should make overall plans and take all factors into consideration, value exclusive emphasis, highlight key teaching points, and cooperate with each other, so as to scientifically output a "four histories" course for normal colleges and universities through linking up "four histories" by clarifying the truth, discussions and making concentrated efforts. Thereinto, "History of the Communist Party of China" course focuses on historical facts of the early founding of the Party, development period of the Great Revolution and Land Revolution, and mature of the Anti-Japanese War and Liberation War, and briefly expounds the founding of New China and afterwards; in this part, "hero" is the theme. That is, "textbook" of heroic deeds and spirits is applied to guide students of normal colleges and universities to grasp historical significance and practical value of the Chinese spirit.

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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