# 教育与教学论坛

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# 内 容 简 介

　　本书以现代教育教学理论为指导，结合国内教学的现状及作者亲身的教学实践，从多学科的角度对教学理论进行了多视角、多层面、跨学科的探索，并对教学实践的途径、方法和技巧进行了较深层次的讨论，内容涉及语言教学改革与实践，语言与文化，文学欣赏，教育综合研究等方面。这些论文由高校一线骨干教师撰写，有助于活跃学术气氛，促进教育与教学的进一步发展。

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## 教育综合研究

# A Humble Opinion on Interactive Teaching Method

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**Abstract:** With the education reform in China, since completion of college's mergence, students recruited from different backgrounds have lower level in English than those of the unmerged, which brings about some difficulties to English Language Teaching. It is high time that we adopted a sound teaching approach based on new insights. This research aims at studying way to teach English from the perspective of the theory of applied linguistics.
**Key words:** a sound teaching approach, interactive method, comprehensible input

## I. Introduction

The whole purpose of education is to enhance the quality of the whole population. Educators have the ability to nurture the creative and practical abilities of the students. What teacher should be doing is exciting a pupil's interest in learning. Students' interest is not only an important sign of the quality of teaching, but also has a great influence on teaching activities. It can urge these students to make an active role.

A foreign language was considered one of the basic components of vocational education. With the traditional input teaching method used at vocational schools, instruction still focuses on form-oriented rather than meaning-oriented learning; the students' attention is focused on the study of grammar and reading, and most of them are rather passive in study. They are used to being fed on various kinds of knowledge and few of them have ever had an opportunity to practice speaking English. The result is often that even after many years' English language study, students are still incapable of speaking independently.

The interactive method based on Krashen's Comprehensible Input Hypothesis. It provides us with a guiding principle, i.e. some rules cannot be directly taught, which should be acquired through comprehensible input. It attempts to answer the critical question of how people acquire language—by understanding messages, or by receiving "*comprehensible input*", refers to utterances that the learner understands based on the context in which they are used, as well as the language in which they are phrased. This method represents a recent theory, which advocates the combination of the learning of the basic skills with the training of student's competence and intelligence.

## II. Suggestions for Implementing Interactive Method

### 1. Listening and Speaking Ability

Listening and speaking is vital—students care about understanding what others have said, and answer their questions, even sometimes, they need to recite it. Speakers retain the listener's respect and attention, while listeners resort to semantic strategies. This is the fundamental difference between listening and speaking. There are two major types of classroom interaction:

**Student-to-Student Interaction**   Student-to-student interaction is based on peer relationships, which allow the maximum degree of communication. They have the opportunities to interpret personal findings，  and inject their own reactions. It provides opportunities to learn how to work harmoniously with others. Working in pairs, the subject is easily associated with our daily life, dealing with different to areas, for example, cuisine, waiters or waitresses-to customers; interview, interviewer-to interviewee; hospital, doctor-to patient; sports, coach-athlete…

**Small Group Work Stimulates Student Participation**   Those participants acquire knowledge not only from what they have heard, but also through working with other reflective individuals. In a word, students receive much more attention to their individual problems and feel more personally involved, because they can no longer hide in the crowd. They circulate among the students to give assistance as needed.

**Instructor-to-Student Interaction**   The instructor-to-student ties, is based on superior knowledge and authority. Instructors are willing to mingle freely, and allow room for students to interact with them. Answering question is the main way to involve in interaction between instructor and student. A qualified teacher knows to whom to ask what questions. He is not confined to factual or closed questions, but asks more open questions. To answer his questions, the students have to use their mind and probably work together with their peers. Through asking good questions, real communication can take place between the teacher and the students. As far as new words learning goes, I explain those via mimicking or using onomatopoeic sounds. Mimes and onomatopoeic sounds are mainly used in the dialogue about special animals. They vividly described traits of special species. Let us see the following examples.

*T: What dose the bird sound like?*

*S: Which bird?*

*T: Sound like coo-coo…*

*S: That is a kind of bird, which lives on grains.*

**2. Reading Ability**

**Interaction Between Instructor and Students Over Text**   Reading a passage, teacher writes several questions on the blackboard, while students discuss the answers to the questions. Under certain circumstances, some passages need adding to a title. The instructor supply a number of relating titles, and students can choose a suitable one. But, they need to articulate reasonable reasons for selecting which one is the best and discuss the validity of their interpretations. Discuss why they agree one and disagree with the others. Finally, the instructor sums up and comment on what the students said and the gist of the passage.

**Interaction Between Students Over Text**   Interaction between students over text has various ways. A case in point is that students work together to paraphrase a reading passage without changing the original meaning. This forces students to pay close attention to nuances of meaning and the author's intent. Moreover, sheets are prepared containing questions related to a text being read, with a series of multiple-choice responses that require students to make value judgments. Small group discussion follows. This activity integrates reading with oral

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communication. In addition, students should parallel the kind of material read or at least deal with familiar subject matter. This forces students to discuss concepts and come to certain conclusions by paying attention to elements of contextual cohesion.

**3. Writing Ability**

Writing can be intensely interactive, involving the instructor, other students and individuals outside of the formal classroom setting. Writing skills can be developed through class writing, contributing to the perfecting of the skill.

**Class Writing** Class writing, which can be used at any level of language learning, spurs enthusiasm and interest among students. It consists simply of the students writing on the blackboard a group composition, created by all, corrected by all, and savored by all. Each member can write on the board his own contribution to the story. Students can then take turns completing parts of their group effort. It is far easier and less intimidating for each student to compose an interesting sentence, logically connected to its predecessors, no matter how brief and simple the latter may be. Since success builds confidence, the authors can gradually pass from group work to self-sustained production.

**Peer Group Correction** It may be tried, and the readers are encouraged to express their opinions directly and specifically, not fearing that they will offend the writer, since the purpose of peer feedback is to cooperate. The writers are encouraged to listen carefully, offer some explanation, participate in the interaction actively, and later revise their drafts based on their understanding of the peer feedback. Peer group revision can play an important role in the writing process. It provides the writer with a very important reader-based perspective on his writing. Students can really benefit from peer group revision. Providing positive feedback for learner means ensuring an experience of success, which will help dispel the *"mental block"* of the type discussed by Krashen (1982). Linguists describe the group revision activities as the following: *Reading(writer)—Critical listening(readers)—Speaking and listening (readers) —Listening, speaking, note-taking (writer)—Re-writing (writer)*

**III. Conclusion**

This article discusses the pedagogical implications in foreign language learning at vocational college. It has realized that interaction between teacher and students is very important, because it creates a harmonious atmosphere in which not only to pass on knowledge, but also to arouse enthusiasm for knowledge. The students, along with the teacher, work together on each segment of the exercise and soon begin to realize that their individual language learning is greatly enhanced by the efforts of the entire group.

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# An Analysis of the Theory and Feasibility on CLA

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**Abstract:** In this paper, CLA will be analyzed. By it we can see the advantages and feasibility of CLA. But in the teaching, CLA hasn't been accepted and applied. Through the theories and successful practice, CLA will play a more important role in the teaching.

**Key words:** CLA, feasibility, practice

In this paper, CLA (Communicative Language Teaching), which will be discussed, is also called Functional Approach, Notional Approach or Semantics-Notional Approach. It is an approach to foreign or second language teaching, which emphasizes that the goal of language is communicative competence. CLA has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aura-oral approach. As the development of teaching, CLA becomes more important.

## 1. The Basic Theories of CLA

CLA is an approach to foreign or second language teaching, which emphasizes that the goal of language is communicative competence. CLA has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aura-oral approach. Teaching materials used with a communicative approach often (a) teach the language needed to express and understand different kinds of functions, such as requiring, describing, expressing likes and dislikes, etc; (b) are based on a Notional Syllabus or some other communicatively organized syllabus; (c) emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, for example, to solve puzzles, get information, etc; using language for social interaction with other people.

### 1.1 Howatt 's Theory

At the end of 1960s, according to Chomsky's new language and linguistic theory and the sociolinguistic theory of Hymes and Labove, some European scholars, who questioned Audio-Lingual Approach, started at a new teaching approach-CLA with the center of task and the base of unit. In 1976, Wilkins continued to put forward Notional Syllabus as the base of language learning. In 1978, Widdowson published Teaching Language As Communication, which led to fierce arguments in CLA schools. The focus of the arguments lied in the name of the book. Some said that it should not be "As Communication", but be "For Communication". Others stood in the opposite. Several years later, in 1984, Howatt pointed out that there are two groups of people who advocated CLA. One is Strong Version; the other is Weak Version.

Strong Version believes that people should use English to learn it. While Weak Version believes that people should learn to use English. i.e. the aim of English learning is to communicate in English. Thus, Howatt finished the arguments over communication. In the book, Howatt distinguished explicitly between usage and use, linguistic skills and communicative competence. He thought that language education and learning include two things: usage and use; usage is the citation of words and sentences and the manifestation of the language system; use is the way the system is realized for normal communicative purposes; the two relate closely with each other:

    1) Use includes usage.

    2) To learn a language needs to learn both usage and use.

    3) Teachers need to teach both of them.

## 1.2 Widdowson's theory

Widdowson emphasized that the essential of language teaching and learning aim lies in use, even if usage is a necessary step. The main shortcoming of TTM(translation teaching method) is to emphasize usage too much, and neglect use. It believes that language learners can learn to use the language through learning usage.

About the relationship between linguistic skills and communicative competence, Widdowson mentioned that they two are absolutely different. Linguistic skills refer more to usage than use. In spite of the importance of usage, it is only the beginning stage of realizing communicative competence. Nevertheless, communicative competence includes linguistic skills, which is the base of language teaching, but to achieve communicative competence is much more difficult than to achieve linguistic skills. TTM believes that students can naturally gain communicative competence or they can instinctively transfer linguistic skills into communicative competence while they gain the linguistic skills. The central task of CLA is just to change this idea into a higher level idea: the essence of CLA is to train and develop students' communicative competence.

## 2.The Feasibility of CLA

## 2.1 ThePrinciples of CLA

Generally in CLA teaching and activities, we should follow these principles:

1) The form of teaching should be in opposite proportion with students' degree. Namely, the higher students' degree is, the less form of teaching should be and the more non-form of teaching should be. For example, for secondary school students, teachers need to teach more grammar and structures than to organize activities. While, for the college students, the teachers need to teach more language usages for communication through organizing activities.

2) Classroom activities need to bear actual significance. Namely, they need to have information gap. Provided, two students ask questions they both know, this teaching activity is meaningless because students seldom use their heads to answer the questions, and the activity

cannot meet the need of communication. So information gap activities are necessary. Information gap activities involve a transfer of giving information from one person to another or from one form to another or from one place to another, generally calling for the decoding or encoding of information from or into language. The activities often involve selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer. So before students ask the question, they shouldn't know the answer.

3) Not only accuracy, but also fluency should be trained. Teachers need not only to offer grammatical explanations, but also to help students acquire language form through proper language input and meaningful activities. As for unfamiliar and difficult language structures, teachers need to arrange some mechanical exercises to help students master them, when necessary, to explain them briefly using students' native language.

4) To arrange more communicative activities, such as group work and pair work, can reduce students' fear in speaking, so students can gain more chances to practice. In these activities, teachers must listen to students' speech in turn, correct necessary errors, offer key vocabularies, induce discussion, and encourage students to speak actively, arrange necessary explanations and practice toward typical errors made in activities.

5) It is no need to correct every error. People who advocate CLA think that language errors are natural phenomena, which are inevitable, especially for language learners. They think that it depends on repetitive use to learn a language when students learn a language, they are sure to make mistakes, but they can correct them naturally by themselves in the repetitive use. However, if teachers always emphasize the correction of mistakes, students may dare not open their mouths for fear of making mistakes.

6) CLA emphasizes the reality of language materials. From the communicative point of view, the content and form of the exercises should both be practical. In CLA, teachers need to collect large quantities of real language materials, such as articles in newspaper or broadcasting.

7) Teachers need to shorten their speaking time and add it to students' time. Namely, the roles of teachers and students become the decisive factor in CLA, so teachers need to motivate students' activity.

## 2.2 The Features of CLA

Since the birth of CLA, many language teachers, linguists and methodologists have conducted heated discussions. Littlewood (1981) said," One of the prominent features of CLA is that it emphasizes both language structures and language functions." Howatt talked about CLA from both Strong Version and Weak Version point of view. Brumfit described CLA's features like the following:

1) To start at students' real level

2) To emphasize the content of activities and to learn language through actual communicative activities

3) To design syllabus according to notion or language behavior/function

4) To encourage or bear language varieties in class. If necessary, to use both native language and target language

5) To organize activities accordingly

6) To allow language errors, the natural phenomena in language learning

7) To form care-free language environment of encouraging students and to reduce or stop teachers' judgment

8) To encourage students to participate in proper group work or pair work and simulated activity or information gap activities

9) To demonstrate language items in language specifically, instead of using language separately

10) To study real or simulated materials

11) In most time, teachers cannot estimate precisely learners' language, because they act in simulated natural activities—either for listening and reading or speaking and writing.

**Conclusion**

It would, of course, not be exact to devote attention exclusively to communicative acts in the preparation of language-teaching materials. In the teaching of language, one has continually to make compromises and to adjust one's approach to the requirements of students and exigencies of the teaching situation.

To sum up, it seems not enough to simply present a theoretical framework. A carefully drafted training program requires a combination of a clear conceptual understanding of the essential elements of CLA, examples of lessons and continued implementation in classrooms. So teachers must try their best to start with CLA in classrooms and gain others' help and support in order to make it the most favorite approach in language teaching.

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# Factors Adding to Teaching Popularity

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**Abstract:** This essay focuses on the teaching procedures taking place before or intermediate, or after the practice together with the students. Different aspects closely related to the teaching procedures are involved in this essay to show the author's attitudes towards the teaching practice in the classroom.

**Key words:** teaching procedure, teaching practice, approach

English as a second language taught in China experiences many periods of development, through which many teaching approaches are applied to meet the need of the new situation. While at the same time, no particular way of teaching is applauded as a most suitable one, and makes a breakthrough in methodology and practice. Among these are traditional language teaching, communicative approach, direct approach, etc. But all these methods have been questioned or somewhat suspected of unfitness for certain defects to be used right here in our classroom. This paper attempts to give some points related to teaching practice, and expects an effective result.

## 1. Select Ways for Different Levels

The first thing on the list of our prime consideration when we begin our process of teaching is the select choice of ways for different people in the present course. There are a variety of levels of students in different classrooms, elementary, intermediate, advanced or even people in the night schools. For the pupils at the primary level, teaching methods should be quite distinct from those designed for other levels. Nothing in this world exists by itself without relating to other forms of activities. Children are too young to accept the ordinary ways of knowledge input, so, being interesting and at the same time instructing will be popular with those little teenagers or somewhere under ten. Many new ways, most of which learned from the foreign countries, are developed to help these initiators. Like PRC, through the connection between physical movements and the words' meanings, the teacher gives a vivid visual and auditory sense of the application of those words. Another way used widely as time passing by is the method, repetition. Children including those in the kindergartens are liable to feel comfortable and easy to learn by ways of repeating the same word in different forms, as some activities are also applied to make the class more animated, so, to learn has the equivalent meaning with to play. Here is a case in which to use near the start of a course to consolidate name learning. Procedure:

1) Form a circle of chairs, one for each participant. If you have more than 15 people, form two circles. If more than 30, form 4 circles.

2) Try to remember the name of someone else sitting in the circle. Say it out loud. For example, "Anna! " If Anna remembers your name, she says aloud too, "Tessa! ". Immediately,

you swap chairs.

3) Encourage Anna to call out someone else's name. If they can't remember a name, they can ask. (That goes for the rest of activity.) The person named calls out "Anna! " and they both briskly swap chairs.

4) Ask people to call out another person's name and swap chairs. Ask them to do this quickly and as often as possible all at once. As people get going, a noisy, active and somewhat chaotic feeling builds up. The noise will hide individual queries about names and so that uncertainty and embarrassment are masked in the general fun and commotion.

5) Stop when everyone has had a chance to call out names of all the other students.

## 2. The Relevant Period of Time

After we are certain about the level of the students and the feasible methods to work with, then, another question posing itself to claim attention is the relevant period of time. What length a certain activity needs to fulfill its aim is important for the teacher to control his or her class. A minimum or a maximum or something between is given for different purpose. Too long or too short will reduce the effects of teaching, make the teaching process insufficient. As for children as a whole, 20~25 minutes is most favored by many educators. In this time span, another problem also persecutes the participants, that is how to arrange the suitable time for each performance, and what if there are many different subjects in question, say a dance class. Even in the 45 minutes in a middle school class, how to divide the period time, including review, presentation and practice, remains to be a controversial question, let alone involving any form of students' coming up for activities. It's not as simple as one may suppose. To give a division is easy, but whether the given division fits in with the content is dubious. But we can't say it nothing but uncertainties. An old saying goes like this "Practice makes perfect". With this in mind, try to fill your time in the content blanks, you will feel better as time goes on. Here what I'm really driving at is that time division is so important that we should not ignore it for the sake of learning. Never forget to prepare a timetable for the arrangement of a period's content, which is essential, both good for your students and your behaviors as a teacher when at time being supervised by your superiors or your fellow colleagues.

## 3. Knowledge Focus

Focus as the most prominent part during the whole length of a teaching period attracts people's attention. That is about what is to be practiced or learned, and by what form this focus is comfortably presented and remarkably effective. Aspects of focus, which constitute a complete body of knowledge points, must be clearly and orderly listed on the board or on the screen, which can offer a direct visual effect. If an additional improvement may as well be made, that is to accompany your pictures with a sonic mechanism. It's better. But the most important thing we can do is to be interactive in the process of focus learning. Here I will give some aspects of focus when learning a unit of text in English. First of all, it will need an outline of the background knowledge, which introduces some extra information about the text and makes it easy to understand, at the same time, which also helps to extend students' knowledge;

Secondly, a guidance of the basics, which contains the focus vocabulary and the important phrases. Thirdly, important and difficult point breakthrough, which includes all the difficult sentences picked out from the text. The above two items are thought especially important for students to master since they are the essence of a unit. Fourthly, they will be an explicit explanation of the text exercises, which would be of great help for students to consolidate their knowledge learned from the text. Fifthly, synchronous exercises. This will give students a chance to check themselves, and to prove their ability. Sixthly, after-class extensive readings, which will offer the reader a more broad expanded knowledge range, give them chances to step outside the unit and broaden their eyeshot.

## 4. Requirements for the Class

When you begin your class, something must not be ignored is to tell students what requirements are expected. This can serve as a kind of motivation or encouragement for them to begin with. Since if there is nothing for them to follow, there will be no direction and strength, so requirements bring more sense to bear on the matter of learning with an energetic heart. Next I'll give an example of requirement. Supposing the focus of today is review and extension of learning, student involvement in supplementing materials in a course book. Then your requirements probably are that students should master all the contents they learned last time, and they can give their positive feedback, and in the meanwhile use these knowledge to solve some series of questions presented. If students can do properly according to teacher's requirement, they must spend much more time on what they have learned, and they can eventually do things well. For the second focus, students must use one or two weeks to collect authentic English that reflects their own popular culture. Suggested sources such as recorded popular music, contemporary art and design work, cinema, posters, and in-country English language newspapers etc. are needed. After the materials have been collected, they need to explain about how to use some of them to teach the same things that their course book has taught or replace illustrations. By this way, the assignment may be fully fulfilled.

## 5. Preparation for the Class

Preparation is also necessary beforehand—a brief note about the activity, the purpose of which is to orientate you about rationale and other useful background. In order to make a class lively and popular, you must prepare yourself quite sufficiently to make yourself well informed of what you're going to teach, and you must make a detailed teaching procedure to be referred to in class. Procedure is the teaching steps to follow when the teacher sets about his teaching. These include what we should do, what do first and what later, and how to do, etc. Apart from procedure, preparation, don't forget extensions and variations. Extensions make students based on the strength of the learned knowledge do other things that can further their extent of knowledge, and use their knowledge to solve problems. Variations help students when they can use the similar good way to study some different kinds of knowledge. Just like in the first part of the essay I give an example of students' consolidating names learning, instead of calling out people's names, students call out: infinitives and past tense, antonyms, comparatives, words

of the same stress pattern, a color and an object of formal or informal register, etc.

## 6. Teaching Evaluation

In the end of my essay, I want to add a final step which is called comments on whether you are successful or not in your teaching, and what you can get from it, what you should get away from, what should be improved in the following teaching practice. You must have a proper and suitable evaluation about yourself and your teaching. Try to be objective, no matter the conclusion is drawn from your own experience, or from the angle of your students. Find out your advantages and disadvantages; find out your strengths and weaknesses. In this way, you can improve yourself, improve your teaching skills, and finally you can make yourself as popular as a famous star.

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# An Approach to Improving the Ability of Listening and Speaking in English Study

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**Abstract:** This paper tries to explore the importance of listening and speaking from the angles of Phonetics and Pragmatics, then analyses the reasons why students' ability of listening and speaking is so poor. In view of the realistic problems Chinese students have, the author puts forward some practical ways of solving these problems, which have great significance in the improvement of the ability of listening and speaking.

**Key words:** listening, speaking, ability, practical method

As we know, English has already become an international language in the world. So we should learn how to communicate with foreigners in English. First of all, we should try our best to listen and then speak to them. But the two basic skills of listening and speaking are being unduly neglected or ignored in many schools. Its role, and necessity, and importance are generally not realized yet. It is usually left to chance or given no place in our teaching or learning of a foreign language. Teachers just teach the English knowledge to the students, which cause the phenomenon of deaf and dumb English.

The broad aim of this research is to provide a wide range of solutions for students at institutes and faculties of foreign languages. Although it is chiefly meant for those specializing