

遵义师范学院基础教育研究论丛

ZUNYI SHIFAN XUEYUAN JICHU JIAOYU YANJIU LUNCONG

总主编 ● 王刚 柯铎

锻造英语教育之链

——外国语学院本科生
优秀毕业论文选编(2003级—2008级)

主编 ● 李 燕

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总 序

——以基础教育研究为载体，实现学校发展之梦

我校位于历史文化名城——遵义市，是一所拥有百年师范传统的师范学院。1907年，遵义初级师范学堂在“兴学培养师资”的理念下应运而生，开启了遵义现代师范教育的先河。1958年正式成立遵义师范专科学校，2001年升格为遵义师范学院，2007年以良好的成绩顺利通过国家教育部本科教学工作水平评估。在近年来就业竞争日益激烈的情况下，我校的就业率始终保持在90%以上。经过百年积淀，十年磨砺，办学水平逐年提高，得到社会各界的高度认可。

百年时光荏苒，百年师魂铸就。经过百年发展，学校形成了“厚德树人、笃学致用”的校训，“遵道循义、敦品励学”的校风，“道业并重、德识双馨”的教风，“力学力思、求知求是”的学风。以“立足西部、服务山乡”为己任，培养了大量扎根西部、面向基层的中小学教师及服务地方经济社会的高质量人才。根据“面向基层，服务基础教育及地方经济社会发展”的办学定位，学校始终把教学与科研视为学校发展的两翼，把服务基础教育及地方经济作为学校的出发点和归宿。

我国新一轮基础教育课程改革启动于世纪之交。新的理念、新的教材、新的评价体系，对师范教育工作者提出了更高的要求。高等师范院校处在上导学科知识，下接基础教育的中间地带，是培养基础教育师资的摇篮。必须紧跟基础教育改革的步伐，在培养目标、课程体系与教学内容、方法、评价体系等方面跟上时代的步伐，才能培养出符合基础教育课程改革要求的合格师资，才能发挥高等师范院校在基础教育改革与创新活动中的引领作用。

学校关注基础教育改革的发展，鼓励教师进行基础教育改革的研究，提倡学生在毕业论文的写作中选择基础教育研究作为写作方向。经过几年的努力，在基础教育研究方面有了丰硕的成果。我们编辑出版这套《遵义师范学院基础教育研究论丛》，就是展示近年来我校师生在基础教育方面的研究成果。《论丛》共16集，收录关于基础教育研究的师生论文840余篇。除了《园丁心曲》精选了我校教师近几年在《遵义师范学院学报》发表的有关基础教育研究论文外，其余均按学科专业收集成册，计有《语文教学研究论文集》、《中学思想政治(品德)教育与课程改革》、《文心沐英才》、《理念·教学·方法》、《锻造英语教育之链》、《研究中学数学·适应课程改革》、《中学物理教学探究》、《化学教育改革与实践》、《生物学基础教育研究论文集萃》、《信息技术教育研究与应用》、《中小学音乐与舞蹈研究撷英》、《学校体育教育的传承与发展》、《美苑》、《基础教育的理论与实践》、《培根壮苗》等15部。

出版这套《论丛》，旨在为发挥高等师范院校在基础教育改革与创新活动中的引领作用搭建良好的平台，为今后我们进一步做好教学与科研工作提供一个新的基点。由于种种原因，《论丛》还存在理论与实践诸多方面的不足，疏漏之处在所难免，希望读者能提出宝贵意见，以利于我们不断改进。另外，《论丛》中不乏出自新人之手的学生之作，尽管学生文笔、逻辑思辨与论证等诸多学术方面的能力尚显稚嫩，然而新人之作，却也不乏清新之气，反映了大学生思维活跃、眼界开阔等特点。

《论丛》能付梓，得益于全校师生的辛勤付出，在此不一一致谢，敬请谅解。

总编委

2013年5月

前言

有个笑话是这样讲的：一只大老鼠领着一群小老鼠去偷食物，突然碰到一只大猫。小老鼠吓得腿儿直打颤，大老鼠情急之下，冲着那只猫“汪汪”地叫了起来，结果猫被吓跑了。小老鼠围着大老鼠问：“为什么你一叫，猫就被吓跑了呢？”大老鼠说：“这就是学外语的好处……”这个笑话有点冷，表面好像是赞美外语学习的，细细品味又似乎有讽刺的意味。管他赞美也好，讽刺也罢，这只老鼠因为学习了狗的语言“汪汪”，在关键时刻不但救了自己，还救了很多同胞，不能不说是一只好老鼠。

当然，学习外语未必真能救命，但谋生却是完全可能的，此外的众多好处更是不言而喻。通常一个掌握多种语言的人，往往会更有成就，或者说一个人所掌握的语言与他的成就成正比，应该是成立的。譬如我国古代外语学习的最伟大的代表唐玄奘，他所翻译的诸多经典，至今人们还诵读不辍；他对中印文化的贡献，堪称前无古人，后无来者。再如现代学术泰斗钱锺书，一生掌握外语近十种，著作旁征博引、纵横捭阖、汪洋恣肆，人所共知。另一位史学巨擘陈寅恪，所掌握的语言更多，有的人说十几种，有的人说二十几种。他到底掌握了多少语言？真是众说纷纭，没有人能说准确。

问题是，现在这样的人才几乎要绝迹了，虽然全国都在学英语，真正掌握的却很少，掌握一门外语的尚且不多，掌握多门的更是凤毛麟角了。令人汗颜的是，似乎自古以来，尤其是现在，欧洲人所掌握的语言种类，平均而论，总是远远超过中国人，与其批评说这是长他人志气，灭自己威风，不如冷静下来，面对现实，加以研究。

我们可以进行有趣的比较，比如中国的汤显祖和英国的莎士比亚，他们生活在同一时代，并且于同一年（1616）去世，分别代表着中西的戏剧高峰，但他们的受教育程度和语言学习却截然不同：汤显祖 33 岁时高中进士，至少相当于现在的博士毕业，无疑受过良好的正规教育，但他一门外语都不会，作品里只有汉字，地道中国味；莎翁虽只上过六年文法学校，相当于小学毕业，但他却学习了拉丁语、希腊语、法语等外语，在作品里不时冒出些外来语，颇有些异国情调；语言的多寡似乎也影响了他们题材的广泛程度，汤的题材局限于国内，而莎翁则希腊的有、罗马的有、法国的有，甚至丹麦的也有，并不局限于英国。即使这样，曾赞扬他“不属于一个时代，而属于所有时代”的本·琼森，还嘲笑他“根本不通拉丁语，对希腊语也一知半解”。也许他的外语水平真的不高，但他因此了解了一些异域文化，甚至只是激起他对异域文化的兴趣，也是居功甚伟了。

由此足见外语学习在欧洲自古就很受重视，形成了悠久的传统。他们的学校，不管是专门的文法学校还是公立学校，都是从小学就开始学习外语，普通人掌握一两门外语是司空见惯的。而外语学习对中国人而言，还是近现代以来的事，起初只是少数精英人才、富家子弟的专利，然后逐渐普及开来，普通中学自初中开始学习外语，到最近几年，全国又先后从小学三年级开始学起。从中可以看出我们的外语学习，以及与之相应的外语教育起步都较晚，但发展迅速，由于人口众多，规模也相当宏大。可其中问题也不少，除了前面提到的真正精通、掌握外语的人很少以外，主要的是发展不均衡、不同步，东西部差距很大，特别是地处西南的贵州，经济文化都相对滞后，外语教育和学习更是举步维艰，在全国处于较低水平。在当今国际化、信息

化的大背景下，这无疑大大限制了本省的人才培养，进而限制了本省的经济的发展。

遵义师范学院历史悠久，担负着为遵义地区培养中小学教师的重任，“立足西部、服务山乡”的办学方针体现了对基础教育的重视。外国语学院更是把英语基础教育作为工作的重中之重，因为外语学习有其特殊性，一旦基础没打好，就毁了苗子，以后难以学好。我们的学生，毕业出去基本都是从事英语基础教育工作，所以他们的英语水平和教学方法，就将决定和影响他们学生的英语学习。我们深知责任重大，一直努力探索提高英语教学质量的新途径，并在毕业论文选题方面侧重于基础教育，指导学生主动迎接挑战。数年来涌现出不少优秀论文，此次从中遴选出部分，内容涉及教学方法和手段、学习策略和技巧、教学内容、学习兴趣等方面，编辑成册，以飨读者。

20世纪伟大诗人 T. S.艾略特在他的《四个四重奏》之一《烧毁了诺顿》的开篇写道：

Time present and time past
Are both perhaps present in time future,
And time future contained in time past.
If all time is eternally present
All time is unredeemable.
现在的时间与过去的时间
两者也许存在于未来之中，
而未来的时间则包含在过去里。
如果一切时间永远是现在
一切时间都无法赎回。（张子清译）

艾略特以写哲理性的诗篇著称，晦涩难懂，单从这几行就可见一斑。或许这本论文集的意义，就深藏在这几句诗里。

文集中的论文，都是英语专业师范生们关于中小学英语教学的探索和思考，既是他们英语水平的体现、对过去数年英语学习的总结和汇报，也是他们教学理念和方法的展示，必将影响他们以后的教学实践，是指向未来的。所以当他们写论文的“现在”，虽是对“过去”的总结，其作用和效果却是发生在“未来”。另一层面，就这本文集的读者而言，亦复如是。当我们读这本文集的“现在”，从某种意义上说，是对“过去”知识经验的总结和吸纳，但它的作用和效果仍然是指向“未来”的：以这本论文集为鉴，作为教师的我们，可以发扬成功的经验，改进不足之处；将来我们的学生也可以从中获益、吸收营养、借鉴有益的理念和方法；学生成为教师之后，又将影响他们的学生，如此下去，以至于无穷。

过去的积淀成为现在，现在的所作也将成就将来，所以过去现在未来、前人今人后人之间，原是如铁链般一环紧扣一环的，假如每一环节都坚固无比，则铁链永不断裂；反之，若有一环节相对薄弱，则受力必于此处断裂。我们将这本文集，视为我院英语教育之链的重要一环，虽然它未必是最为坚固的一环，但我们深信，也必不是最为薄弱的一环。

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On the Development of Students' Autonomy in English Teaching

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Abstract: Autonomy is very important in English teaching and learning. How to develop students' autonomy is a significant and important goal of English teaching. This paper points out various definitions of autonomy and benefits of developing students' autonomy, and suggests some effective ways to develop it. The writer suggests that more interest be aroused and more efforts be made in developing students' autonomy in English teaching and learning.

Key words: development; students' autonomy; English teaching

I. Introduction

An ancient proverb says, "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime." In recent years, students' autonomy plays a more and more important role in English teaching and learning. Developing students' autonomy is an important goal of English teaching today. For a long time, traditional English teaching has been considered to be inefficient. There are many factors contributing to the situation of traditional English teaching and learning, such as examination-oriented education system, the lack of language learning environment and heavy curriculum burden. Therefore, as Li Lanqing, the former vice-premier of China, once pointed out, "After ten years of English learning, Chinese students are still unable to listen, speak, read and write well." The traditional English teaching is spoon-feeding. The students are too teacher-dependent. They just follow their teachers and do everything that their teachers tell them to do. The teachers become the center of English teaching and learning. To change this situation, students should take charge of their own learning.

II. Students' autonomy

There are different views on what is meant by the term "students' autonomy". Holec (1981:3) defined autonomy as the ability to take charge of one's own learning. On a general note, the term autonomy has come to be used in at least five ways (Benson & Voller, 1997:2):

- a) for situations in which learners' study entirely on their own
- b) for a set of skills which can be learned and applied in self-directed learning
- c) for the exercise of learners responsible for their own learning
- d) for the right of learners to determine the direction of their own learning

Dickinson (1987:11) accepted the definition of autonomy as a situation in which the learner is

totally responsible for all of the decisions concerned with his or her learning and implementation of those decisions. According to some linguists, the main characteristic of autonomy as an approach to learning is that students take the significant responsibility for their own learning over and above responding to instruction. Students who are autonomous might take responsibility by setting their own goals, planning practice opportunities or assessing their progress.

In the new English curriculum standard, there are many important changes to English teaching and learning. The main change is a shift from teacher-centered learning to student-centered learning and emphasis on developing students' autonomy in English teaching and learning. The overall aim of the New Curriculum for English is to develop students' all-round language ability or comprehensive language competence, which is accomplished by helping students meet five general objectives:

- a) To develop good language skills
- b) To develop good language knowledge
- c) To develop suitable attitudes to learning
- d) To develop effective learning strategies
- e) To develop strong cultural awareness

In a word, learning autonomy in language learning means that students take more control over the purposes for learning the target language. They learn it in their own ways. So, students' autonomy can be described as a capacity to take charge of or take responsibility of one's own learning.

III. Benefits of developing students' autonomy in English teaching

A. Students' autonomy is useful to develop students' language skills

1. It can develop students' listening skills

Students who are autonomous can be active in listening activities. They can realize the importance of listening. They can predict what is about or set the scene before listening. And they can take notes of main ideas and some particular details while they are listening. At last, they can finish some multiple-choice questions or answer questions efficiently after listening. After class, students can choose some interesting materials to listen to. According to his/her interest, language level and listening style, they can decide what to listen to and how to do it. They can also listen to some English radio programs, such as VOA, BBC, ABC, and so on.

2. It can develop students' speaking skills

Language is a useful tool for people to communicate with each other. English is not an exception. Speaking is the skill that the students will be judged upon most in real-life situations. It is a very important part of everyday interaction and most often the first impression of a person is based on whether he/she can speak fluently. Students' autonomy can make students use English to communicate with others. If they have some difficulties in English learning, they can ask their teachers, classmates or friends for help. They can also practise speaking in order to express their ideas freely in English. They are willing to join English corner to practise their spoken English and exchange ideas with foreigners. Those autonomous students can speak English at anytime. If they are interested in English speech, they can join some competitions to challenge themselves. They can also

choose some interesting passages to read aloud to improve their pronunciation.

3. It can develop students' reading skills

Reading is an important means of getting input in English learning. Students' autonomy provides the students with the right to decide what to read and how to read. They can choose some interesting materials to read. They can read them in their own ways not in their teachers' ways and need not to answer questions or do some exercises. They can choose different reading skills according to different materials. If they read newspapers, they can use skimming skill, which means reading as quickly as possible to get the main idea of the text. On the other hand, if they want to find some specific information, they can choose scanning skill. In a word, autonomous students can choose reading materials and reading skills freely and read in their own ways.

4. It can develop students' writing skills

In traditional writing, the students just write what their teachers tell them. The topic, writing style and writing structure are all decided by their teachers. They just follow their teachers' instructions. So, this kind of writing will limit students' imagination and creation. However, autonomous students can break this situation. They can take charge of the whole process of writing in their own way. First, they can choose any topic they like before writing. The topic may be interesting or draw others' attentions. Second, they can collect writing materials as they like, such as, by reading some books in the library or searching some information through the internet. Third, they can decide the type of writing and the structure. They can write argumentation, description, exposition and narration. They can also write a poem if they like. And they can write about their own life. If the students want to improve their writing skills, they can keep writing dairies everyday to record their life. Students' autonomy can make students take more control over their own writing.

B. Students' autonomy can enhance the students' motivation and activeness

Autonomous students have the freedom to decide what to learn and how to learn. They take more responsibility for their own learning. So, they become more motivated. They know what they really want to learn, which is useful for them. And they can decide how to learn the language in their own ways. As Confucius said, "I read, and I forgot; I saw, and I believed; I did, and I understood."

C. Students' autonomy is suitable for the individual needs of students at all levels

Generally, different students have different levels of language learning and different learning styles. There is no such a formal classroom teaching method that can satisfy all the needs of the students. Students' autonomy is flexible. Students can learn the language in a classroom, in a library, or in a self-learning center. According to their levels and learning styles, they can choose the appropriate learning materials and methods. Students can learn the language at anytime which is convenient for them. It can make up the disadvantages of classroom teaching.

D. Students' autonomy provides students with more opportunities for English communication

There is a lack of English environment in China's English teaching and learning. Students have few opportunities to make full use of English both in and after English classes. Autonomous students

are willing to communicate with their teachers, classmates and friends. They can discuss some questions or exchange some ideas on some topics. By doing so, students can learn from each other and make a progress in their language learning.

E. Students' autonomy can develop students' all-round language ability

In addition to language skills, Students' autonomy can develop language knowledge, affective attitudes, learning strategies and cultural awareness. Students' autonomy can contribute to achieving the overall aim of the new English curriculum standard for English and developing their all-round language ability and comprehensive language competence.

IV. Ways to develop students' autonomy in English teaching

A. Teachers and students should change their beliefs

Changing the teachers' and students' beliefs is the basis of developing students' autonomy in English teaching. First, teachers should realize their roles in developing students' autonomy. Some linguists claim that teachers need to prepare students for their new role by developing students' self-awareness as language learner and their awareness of learning goals and options as well as language itself. Traditional English teaching is teacher-centered. The teachers take control over the whole process of teaching and learning. The students are too dependent on their teachers. They have no choice but to follow their teachers. The goal of learning is to get high marks in the examination. However, this situation should be changed from teacher-centered mode to student-centered learning according to the new English Curriculum Standard. Teachers play a lot of roles in fostering students' autonomy, such as assessors, organizers, prompters, participants, resource-providers, facilitators, guiders and researchers. Students should also change their beliefs of learning. They should change their traditional role and become more aware of their language learning. They should become the planner, assessor, organizer and manager of their own learning by taking responsibility for their own learning. All these beliefs will contribute to the development of students' autonomy effectively.

B. Teachers should improve their classroom teaching

Classroom teaching is a very important approach for students to acquire knowledge and form their own learning strategies. In order to foster students' autonomy, teachers should make use of classroom teaching, textbooks and students' motivation. According to the English Curriculum Standard, teachers should adopt task-based language teaching or communicative language teaching to meet the needs of the students.

One possible solution to bridge the gap between classroom language teaching and real-life language use is the adoption of Communicative Language Teaching (CLT). The goal of CLT is to develop students' communicative competence, which includes both the knowledge about the language and the knowledge about how to use the language appropriately in communicative situations.

Another important teaching method is Task-based Language Teaching which is widely promoted in English language teaching nowadays as a further development of Communicative Language Teaching. According to different contents and situations, the teachers can choose appropriate teaching method. In a word, teachers should make efforts to improve the level of classroom teaching and use

the effective teaching method.

C. Teachers should inspire the students' interest

As is known to us, interest is the best teacher when we want to learn or do something. Before developing students' autonomy, teachers must inspire the students' interest. If the students are interested in English, they are willing to learn English and take part in all kinds of activities. By doing so, students can get happiness and joyfulness. So, teachers should pay attention to students' curiosity, interest and characteristics of their psychological development. According to different situations, teachers should make use of all kinds of teaching approaches and take right measures to arouse students' interest and motivation, which will get students involved in the classroom teaching actively and form the habit of autonomous learning.

D. Teachers should adopt appropriate assessment in language teaching

Assessment involves the collecting of information or evidence of a student's learning process and achievement over a period of time for the purpose of improving teaching and learning. It is not based on one test or one task, nor is it expressed by a mark or grade, but rather in a report form with scales or levels as well as description and comment from the teacher.

Assessment is often divided into summative assessment and formative assessment. In traditional English teaching, teachers often use summative assessment, which is mainly based on testing. Teachers often use tests to test students' knowledge and skills that they learned from the textbooks, which focus very much on memory work and they are often done at the end of the term and in the form of a pencil-and-paper test. The results of such tests, which are often presented in marks or grades, can not be used to inform the students about the teaching and learning. It is because students' ability and achievement in learning are not measurable in terms of one single test. However, the new English curriculum standard emphasizes formative assessment which focuses on the process of learning. Student's self-assessment and peer assessment are also very useful to gather information about English teaching and learning. The students themselves are given the chance to evaluate their own performance, using clear criteria and weighting systems. That will give them a sense of responsibility in learning and it can give them a good opportunity to become more aware of their own learning. Through appropriate assessment, students can be active and develop their autonomous learning ability.

E. Teachers and students should take advantage of the Internet resources

Nowadays, Internet resources are widely used in our daily life. The Internet resources are unlimited and comprehensive. People's education beliefs and teaching methods are being changed by the Internet. During English learning process, students may come across a lot of problems because of different cultures between English-speaking countries and China. It is called "culture shock". However, if teachers could not solve all the problems students meet in their learning, students can find answers on the Internet. They can search for information about history, culture, geography, and politics of the foreign countries. The teachers should encourage their students to do so. For example, When teaching Unit 16 "The United States of America", in Book 2, SEFC, the teacher could assign some preview tasks such as looking for information about the history of America, New York city,

American Civil War and development of America and so on. Students can search for this information on the Internet. By doing so, students' autonomy will be developed gradually. Teachers can also introduce some useful English learning websites to their students, they will be glad to practice the four language skills according to their own English basis and interest.

F. Class self-access centre should be founded

Class self-access centre is an English learning resource centre. It provides students with some equipments and English learning materials. There are newspapers, magazines, exercise books, recorders, tapes, and so on. In western countries, many schools have set up self-access centers to foster students' autonomy. However, the situation in China is quite different. Most schools do not have a self-access centre. According to the situations of school and students, we can found a class self-access centre as a resource centre for the students to develop their autonomy. Teachers just play the role as a guider. Students are the center of their own learning. Before their learning, they can set their own goals by themselves. Then, they can choose learning materials and tools for their English learning. When they meet some problems, they can discuss with their classmates or ask their teachers. The class self-access centre is a free learning kingdom. Students can decide what to learn, how to learn, and when to learn. Students are the real masters of their learning. Students' autonomy can be developed effectively during their learning.

V. Conclusion

Students' autonomy is proved to be effective. It makes students know what to learn and how to learn. Students can take charge of their own learning and choose their own strategies. However, it takes a long time to develop students' autonomy for it is hard to break away from old habits or old ways of thinking even if one has already known the new ones. It may not be adequate to developing students' autonomy only by depending on individual teacher's efforts. There are many factors contributing to develop students' autonomy, such as textbooks, students' attitudes towards English learning, teachers' and students' beliefs, assessment system, and so on. In order to promote students' autonomy in English teaching, all these factors should be taken into consideration. More effective ways should be explored to develop students' autonomy in English teaching.

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How to Develop Students' Creativity in Classroom Teaching

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Abstract: In this paper, the writer mainly discusses how to develop students' creativity through classroom teaching. Three main tips are suggested for teachers to foster students' creativity: encouraging students, creating a relaxing atmosphere, and being a creative teacher. However, developing students' creativity is not an easy task; it not only involves students, teacher, school, and the whole society, but also have to take into account of students' specific knowledge level and the problem of equipment condition in a school.

Key words: English; classroom teaching; problems; creativity

I. Introduction

Stepping into twenty-first century, we are facing the challenges of the knowledge-based economy and information-based society. We often feel that the world is changing so fast that we seem to be falling behind if we do not learn any new knowledge creatively. Changes have been taking place in our living environment, such as working condition, life style, even the manner of people's communication. All these will have new requirements for the people and the mode of training or the future education, so more and more people realize the necessity of education reform. Therefore, education needs developing creativity in English class. The traditional education method can not meet the requirement of this new change. In order to solve this problem, the essential way is developing the quality of teaching, reforming educational system, changing teaching method, perfecting the mold of nurturing, stimulating students' creativity, and digging out students' potential.

II. The understanding of creativity

A. The definition of creativity

One definition of creativity describes it as: first, students are always involved in imaginative thinking or behaving; second, overall, this imagination activity is purposeful: that is, it is directed to achieving an objective; third, this process must generate something original; fourth, the outcome must be valued in reaction to the objective.

The other definition suggests that creativity is the ability to produce something new, something with the stamp of uniqueness upon it; or we can say that creativity is the process of producing a new configuration. In this broadest sense, creativity includes the idea of invention, discovery and skills in making.