

Exploring the Practice of Communicative English Teaching in Middle School English Teaching

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Abstract: The significance of middle school English teaching to improve students' English literacy is becoming more and more obvious. With the assistance of modern educational ideas and personalized teaching measures, middle school English teaching has undergone great changes in both content and form. Due to the difficulty of English teaching content in middle school, some students with poor basic knowledge can't fully understand the sentence patterns with large reading vocabulary, which makes it difficult to improve their English performance and gradually lose interest in English. Therefore, through a detailed analysis of the advantages of communicative English teaching, this paper deeply discusses its effective ways in middle school English teaching, so as to lay a solid foundation for further improving the quality and efficiency of middle school English teaching.

1. Introduction

For any teaching method, whether it is born or popularized, it is a long-term and continuous development process. The emergence of each new teaching method has its corresponding historical background and social reasons, and is born on a certain theoretical basis. For the communicative teaching method, it is mainly formed around the guiding concept of "the basic function of communicative language". The communicative teaching method takes "enhancing communicative competence" as the purpose of students' learning English knowledge, and attaches great importance to the improvement of students' language skills. It is a new teaching method that pays attention to the interdependence of students' language competence and communicative competence. In the 1980s, the concept of communicative English first appeared in China. With its diversified advantages, it has been unanimously recognized by the majority of teachers, experts and scholars. It is believed that communicative English can effectively change the form of "dumb English" that has not been completely changed in China for a long time. However, in the process of the popularization of communicative English teaching concept, its shortcomings are becoming more and more obvious and people question this effective English teaching method. To make the communicative teaching method fully meet the needs of middle school English teaching in China and become the main method of middle school English teaching in China, we should start from the background of communicative teaching method and the diversified level of teaching concept, solve the existing problems, and explore a suitable communicative English method to give full play to its role in middle school English teaching.

2. Guide Students to Speak Fluent English

By taking diversified and effective measures, students can actively listen and speak a large amount of English content and effectively connect their ears with their brain, so that we can ensure that the students can process English information they hear correctly by their brain and deepen their understanding and memory of relevant knowledge. For example, after playing the sentence "She hardly knows who I AM" for students many times, when someone suddenly says "She hard knows who I AM", the first reaction of brain is that this sentence is wrong, which can show that students

have formed a preliminary language sense of English. Usually, this learning method can be characterized as perceptual learning, which is also the way people learn Chinese ^[1].

When most students first come into contact with English knowledge, they will have a high interest in the relevant content, which is a sense of achievement out of their curiosity and being able to understand a word or sentence. In this regard, teachers can encourage students to take advantage of the massive resources of the Internet to watch a large number of original English movies and learn English songs. For example, reciting the classic dialogues in the classic cartoon *Lion King* and the TV series *Game of Thrones* is not only an experience, but also an enjoyment for students and a continuous improvement of students' potential English ability. After the students' English listening level is effectively improved, the teacher can lead the students to make a breakthrough in oral English. Students are required to convert all the collected classic sentences into the first person, so as to regard themselves as the protagonists of films or songs. Then they can repeat the classic sentences that can vent the author's emotions several times until they can blurt out these sentences. Students are required to show their favorite English sentence in movies and songs with natural oral intonation and standard oral speed, and present the scene described by this sentence in their mind ^[2].

3. Guide Students to Learn to Communicate in English

For English learning, the most effective teaching method is repetition and practice, and the realization of this goal requires students to have the awareness and ability to communicate with others in English. It can be seen that communication is one of the indispensable and important parts for middle school students to learn English knowledge. Therefore, teachers should guide students to use all their spare time to learn to speak English and communicate with others in English on different occasions, so as to improve their English and learning ability in the process of English listening and speaking practice. In this way, when students can say the idiomatic English sentence "I don't care it much" beautifully, they can deeply experience the charm of English. When students have the ability to use English sentences flexibly, they are no longer limited to reciting English words and sentence patterns. However, in the actual communication process, teachers should guide students to organize their own language in a short time and express it in a smooth way, which is an improvement of students' comprehensive ability and a further progress on the basis of English listening and speaking ^[3].

In this process, teachers should fully teach students communication skills, make students clearly understand that before having an English conversation with others, they should prepare several appropriate topics in advance to avoid coldness. During the specific conversation, students should use vivid and interesting language as much as possible to ensure that the conversation content has diversity characteristics. The occasional wonderful sentences can enhance the dialogue interest of both sides. If we always adopt the dialogue form of one question and one answer, it will inevitably lead to the boring dialogue process and make students unable to carry out English communication training for a long time. In the process of organizing students to carry out communicative English practical learning, teachers should pay more attention to the part of "listening", guide students to learn and imitate others' choice of words and sentences, so as to enrich their own oral English communication experience. The main reason why some students will have problems in the process of English communication is that students dare not speak English. Therefore, when students make mistakes in sentences and grammar, teachers should not immediately blame and correct them, but should guide students to actively find existing problems, deepen the memory of relevant errors, and avoid the same mistakes in the future. Communication is a higher-level control of knowledge and the goal of students' learning English knowledge. Students can really learn to communicate only by abiding by various language rules ^[4].

4. Understand Cultural Differences

Under the background that countries all over the world pay more and more attention to cultural exchange, learning English has become one of the important ways to carry out cultural exchange. In

the process of understanding the culture of other countries, learning English related knowledge can enable students to fully understand the true meaning of English, improve students' interest in learning English, and enable students to truly understand, master and use English^[5].

For example, in Chinese traditional culture, most of the words related to the word "dog" are derogatory, such as mangy dog, dogleg (hired thug), mad dog and running dog (lackey). However, in the cultural traditions of western countries, words related to the word "dog" usually have commendatory meanings. "He is a clever dog" means "He is really a clever child". "He is a bull dog" means "He is a real man". "You are a lucky dog" means "You are so lucky". Therefore, after fully informing students of these differences between Chinese and Western cultures, students can minimize the occurrence of language embarrassment in the process of actually using English for communication. At the same time, there are many differences between Chinese and Western cultures, especially in idioms, which require students to slowly understand and summarize in continuous learning and practice^[6].

5. Conclusion

Middle school English teachers need to pay attention to the practical use of communicative English methods in the process of specific teaching, and must strengthen the full understanding of the essential significance of educational and teaching methods. In the specific teaching process, they need to always follow the principle of "focusing on specific teaching activities in classroom teaching, using English to carry out practical training, giving full play to the main role of students and the guiding role of teachers", and solve the disadvantages in traditional teaching from the root, so as to effectively improve students' English ability. Communicative teaching method is a very effective teaching measure for English teaching. Teachers should strengthen the continuous development and wide application of teaching methods in the process of continuous improvement of teaching conditions, so that students' potential ability to learn English knowledge can be comprehensively improved. By organizing diversified and rich regional classroom inquiry activities, we can change the traditional English classroom teaching methods, improve students' English communication ability and optimize teaching quality and efficiency.

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