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# Structure and communicative teaching method of innovation and its application

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### ABSTRACT

The west is China's more backward areas, the vast land, backward economy, education shortage. National energetical implementation of the western development, not only refers to the western economy development, the more refers to the big western manpower resource development, the western education big development. After entering WTO, the western education big development should be even more forward-looking view of the world, from the development of the west education. English as a platform of communication with the world, of course, in the western education development occupies important position. How to combine the western actual situation to learn English, to teach English, in English, this paper is to explore the key. Distance education learners were aged between 20 to 45 years old, therefore we can say remote education learners the majority is adult students. Adult students often have and adolescent their students' different learning characteristic, for instance, in psychological level, adult understanding ability is stronger, learn to compare self-discipline; But its physiological conditions gradually increases with age, such as listening, memory decline, imitate ability, all these have a negative effect on English learning. So how to make these students learning benefit, output greater than the input? The author thinks that structure - of communicative teaching method and its application are student's best medicine.

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### Introduction

In the 1970s, the century western linguists proposed communication teaching methods to inaugurate a new exploration in foreign language teaching approach. According to the communicative, teachers in teaching English, to put language form and language meanings, and student's life reality, let the students linked in a lot of communication in English learning, gain and communicative activities, the improvement of communicative ability. Communicative engaged in communicative activities required students to the scene must be completely true, must have the information sent (information gap), (choice), (feedback) the basic characteristics of such communication language materials, and require completely true rather than by rewriting or abbreviations and student group activities. Communicative teaching approach have internal strong type of communicative approach) strong communication (pages and weak type communicative (communication approach) pages shift part

Strong type of communicative contained more irrelevant to English teaching dream composition. Relative to character, weak type of communication law more practical. Ultimate purpose of learning English is to use language communication. Communication skills without language ability, master the language structure form clearly help achieve language ability. The author thinks that, in our current English teaching environment, in the communicative teaching take copycat attitude, total copy is impracticable. We can take its reasonable and practical composition, and other teaching schools, such as the essence of structuralism teaching method combined, creates suits the western region effective teaching method. In recent years, the author in teaching practice continuously explore, concluded a suitable for adult students the way of learning "structure - communication teaching method", has obtained the good teaching effect. "Structure - communication teaching

method" is to teach language structure, undertake to the student the language structure imitation practice, that formed the language habits and self-consciously intercourse of teaching process, and to set up situation, lets the student in communication make use of various language structure, improve the ability of linguistic reality, and gradually gain some of the communication ability, for the future study and use English to lay a solid foundation. Now will this teaching method with counterparts to summarize as follows, to explore suitable for China's national conditions of English teaching pathway.

### Structure practice

Vocabulary usage, sentence and grammar can be reduced to typical structures of language. The lexical, grammatical syntax to put in practice, structure of language can highlight key vocabulary usage structure, grammatical structure and sentence structure, efficient, quick to master language knowledge. Mechanical structure exercises can make students understand the basic component of language structure, but cannot understand its meaning, and show boring. Therefore, in the structure set up situation should try to practice, carry out the structure of significance in practice, or amount of mechanical practice timely into a scene after practice significance. This is not only beneficial to students' cognition of the language structure, and help them understand form of the structure in the situational dialogues, especially the significance of different language structure express the same meaning, to cultivate students' communicative and flexible to apply different language structure of language skills. The structure of the common practice form has the following kinds.

**Merger sentences:** Some language structure, teachers can be the first to say what two sentences, lets the student with the language structure merged into one sentence. Such as

practice, in spite of: Greener was cruel, yet William Tell had none of his order. William Tell had none of Gessler's order in spite of his cruelty. It is just like "when" I was walking in the street. I suddenly heard someone calling me from behind. I was walking in the street when I heard someone calling me from behind.

**Replaced:** Some of the language structures have synonymous another language structure, but the sentence structure and no change, can use replacement method through training. Such as worth doing and worthy of being done/worthy of +n, /worthy to be done, one of+the superlative degree, or among+superlative form.

**Shifts:** Sentence structure is different and significance to the same pattern, usable shifts method practice. If Anyone who... . Whoever... And as The little boy got down the tree and soon he died. The little boy died soon after he got down the tree.

**Body language:** Some of the language structure allows students according to the method of body language training sentence, also can be accompanied by matching problem enlighten students. As for the composite structure practice with account of usage, the teacher may adverbials perform a variety of action let students syntax. The teacher is walking in the room with a book in his hand.

**Answer questions:** Some of the language structure can use the way teachers training quiz. provided for students, and free expression of the opportunity more can train students' language skills.

As to practice as condition for on that solution as the usage:

T: Will you go to welcome Mr Jiang if he comes to visit our school?

S: Of course. As long as Mr Jiang comes to our school, we'll go to welcome him.

This method of several structure practice, using a combination of can often to attract the attention of students, active, and its thinking.

Such as practice remembered as/for: Internet

T: Professor Li Siguang discovered the great oil field Daching. He will always be remembered by the Chinese people.

S1: Professor Li Siguang will always be remembered by the Chinese people as the discoverer of great oil field Daching.

S2: Professor Li Siguang will always be remembered by the Chinese people for his discovering the great oil field Daching.

T: Will Chairman Mao Zedong always be remembered by the Chinese people?

S: Yes

T: What for?

S: For his founding New China.

### Communication practice

Communication is the language structure and practice the communicative functions of combining practice mode. In communicative practice, both scenarios and information is poor, teachers' questions because students to provide information response (replying) opportunities. Communication the purpose is to let students practice in situational dialogues to perceive the meaning of language structure and be familiar with its function usage, active student's thinking, exert its creativity. It is the communication activities of local communication practice activities before. According to the need of teaching content, the teacher may the implementing appropriate communication practice or by structure practice turned to communication practice up.

For example; put away:

T: When summer is over, what do you do with your electric fan?

S1: I put it away.

T: Where do you usually put it away?

S2: I put it away in the fan box.

S3: I put it away in my storeroom, with a piece of cloth covering it.

of the first class:

T: Do you think if Li Shuangjiang is one of the best singers in China?

S1: Yes. I think Li Shuangjiang is a singer of the first class in China.

T: What do you think of his voice?

S2: Wonderful. He has a voice of the first class.

T: What do you think of his singing skills?

S3: He has singing skills of the first class.

### Communication activities

In the teaching of English teaching material is now open, students' learning extrinsic motivation, especially professional need to dominate, and simple for learning the content itself interest in the intrinsic motivation rather weakly, leading to the most remote education learners avoid English this dull and time-consuming professional. In English as other professional required courses, although they know English is a useful, but still they therefore headache, or even because English this subject can certificate. Since opening mentioned the importance of learning English and particularity, remote education workers should to teaching material's teaching and learners' learning on the big fuss about to make English can arouse students' interests, and can really help for their career, so, the teacher in the teaching process, try to use all kinds of opportunities create different scenarios, developing communication activities. Teachers should pay attention to the questions in question, causes information way poor, let students choose different sentence to express different content in order to achieve the aim of communication, remote education spread English so the goal to reach twice the result with half the effort.

**The language knowledge teaching in communication activities:** Some language knowledge teaching, in practice, communication practice through structure, can turn into a timely communication activities to cultivate students' integrated language knowledge learned the ability of communication.

For example; take the place of:

T: Will your English lessons stop if I am out for a meeting?

S1: No, I do not think so. If you are out for a meeting, some other English teacher will take your place and give us English lessons.

T: Who do you think will take my place?

S2: Perhaps Mr X will.

T: Who would you like to take my place? And why?

S3: I'd like Mr X to take your place, because he is always kind to his students.

S4: I'd like Mr X to take your place, because he can make his classes more interesting.

S5: I'd like to Mr X to take your place, because he has a sweet voice. I like his voice very much.

**The text teaching communication activities:** In the teaching, we can just character, the character quality, story connotation, story extension, the context of the logical relationship and the author's attitude to discuss to provide students with opportunity to express their views, developing communication activities.

For example The lesson discussed The story of Mr. Outspread:

T: When the last lesson was over, what do you think the schoolmaster would do?And why do you think so/S1:I think he would run an underground French class and continue to teach French,because he loved his motherland and native language.

S2: I think he would join the army and take part in the fighting,because he had to drive his enemy out of his motherland.

**Reading teaching in communication activities:** In ordinary universities outside has arranged to have plenty of reading comprehension as an adult discipline, and distance learners is no time to enjoy reading. The author thinks that, reading understood the training should not only, and should first solution training is reading teaching. Teachers and students will read materials in verbal communication activities, such as discussed in more complex language reading the meaning, the context of the structure of logical relationship, the disposition characteristic, the author characters of attitude predisposition, such can guide students to read this language materials, and can they get in the communicative activities and listening opportunity, training students in different context flexible use the language ability.

**The writing training communication activities:** In some style the writing process can also spread communicative activities, such as the sentence, opening remarks are keywords and

verbally notify and written announcement. The author teaching verbally notify wording program is: (1) presented sample text. (2) inductive verbally notify the general structure, function language, content elements. (3) have information practice. (4) no information practice. In the absence of information, requests the student to practice is an announcement that a football an announcement that learned and an outing in the group activities, provide every student with the practical activities for verbally notify opportunity, and obviously has the information sent, selection and feedback the basic characteristics of such communication. After the group activities to send representatives for analog broadcast announcement platform.

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