A Creative Method of Foreign Language Education: Integrated, Connected and Staged English Teaching Mode

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Abstract:
The uniqueness of Foreign Language Education is to unceasingly create new teaching methods and the purport of this paper is to explore an approach to a better English teaching mode---Integrated, Connected and Staged English Teaching Mode.

The aim of the Mode focus on early-staged English learning, intersected English avoiding and English-learning time saving. The theories adopted here are referred to Colin Campbell and Hanna Kryszewska’s theory---unlocks the wealth of knowledge that learners bring to the classroom; Ur. Penny’s training guides, curricula, lesson plans, project reports, manuals and materials developed in the field; Mattws, Alan & Spratt Mary’s teaching learners how to develop learners’ self input. The core of the Mode is to make a scientific research on the foreign language learners of the five stages---preschool-primary school-junior middle school-senior middle school-college. “Integrated, Connected and Staged English Teaching Mode” is a brave and effective try of the English teaching reforms.

Key words: integrated; connected; staged; English teaching mode

Introduction
An emerging trend of language learning in the new millennium is a movement of the focus from school teaching to society learning. Many scholars are now providing ideas and strategies to guide such a case of learning in universe. Facing up to this challenge, we are to unlock the route to learning English as early as possible, to avoiding intersected English learning, and to saving English-learning time. This paper explores a new English teaching method ---“Integrated, Connected and Staged English Teaching Mode” through learners’ responses and perceptions. In the main, the issue includes the connection of English knowledge on different stages: preschool-primary school-junior middle school-senior middle school-college.

In the particular, the debate involves the relationship between the inner condition (learners’ psychological character) and the external condition(English textbooks and teaching methods). It’s true that all-aged learners respond positively to the flexibly changed environments and perceive substantially to various problem-based activities. The results, however, suggest
improving the English teaching quality and fulfill the quality of education while the environments seem readily transferable to flexible and open learning settings.

“Integrated, Connected and Staged English Teaching Mode” offers a considerable prospect for achieving the great objective for each-staged language learners, and more efforts should be made in developing learners’ own individual investments of motivation. It is this use of all-aged learners’ language teaching which forms the focus of “Integrated, Connected and Staged Teaching Mode”.

I. Prospect for “Integrated, Connected and Staged Teaching Mode”

Modern English teaching has developed from the tradition teaching method into the diversified teaching method. In order to take up the gauntlet of the new situation, we are to work out an appropriate English teaching mode to suit all-aged English learners’ psychology and characteristics.

“Integrated, Connected and Staged Teaching Mode” is an effective way to study and probe English teaching role and the joints of knowledge. It pays attention to early staged education. English lessons are proposed from kindergarten to college lasting for five stages. It makes an experiment on teaching materials, pedagogy arrangement of periods, better environments, the joints of stages. Teachers from different training backgrounds are learning how to meet this challenge. They may be intoxicated with students in new contexts, applicable to make joint efforts with teachers from other disciplines and professional to integrate content areas of the curriculum. Manage to investigate the effects of the following questions:

1. Do the learners who receive English education in kindergarten (early starters) outperform their counterparts who start learning English in primary school (late starters)?
2. In what English language skills (listening, speaking, reading, writing and translating) do each-staged learners have advantages over the others?
3. What kind of learning strategy is to be popularizedly effective on each-staged learners?

Nowadays, no matter what staged language learners you are, you need plenty of opportunities for language use, language production and comprehension to achieve some communicative objective. The challenge is to propose each language learner be proficient in the aspects of cognitive science of the foreign language learning for all-aged learners.
II. Cognitive Science for All-Aged Learners

The main trend in the language learning today is a shift of attention from the products of behavior to the internal mechanisms that enter into behavior. This is part of a general shift of perspective in psychology towards what becomes known as “cognitive science” (Noam Chomsky 2001).

The dominant superiority of the Mode is to be on the basis of the substance of using the foreign language to think, is to connect the foreign languages with the native language. The distinguishing feature of the Mode is to adopt the basic way to spur students to use the foreign language to think, to let students go on with language activities of listening, speaking, reading and writing to develop an instinctive feel for the foreign language, and to let students use less or no translation. The problem about developing intellect and training ability in the foreign language learning is the main part for students to study the foreign language. In the English teaching the intellect students should be developed. The motive of studying the foreign language is the element of psychology that is made of both external element (the need of the society to the foreign language) and internal element (the need of the subjective hope).

Technical ability of teachers’ analyses can supervise principle of students in the lesson, can pay attention to the emotion of every student, can arrange students to watch and accept the answers of others, can find the characteristics of study in class. By nature, the language cognitive basics of all-staged learners are not on the same level, referring to the information-disposed flow diagram below:

As it happens, each-staged language learners have various views on the language observation features, on the language system features, on the

III. Integrated, Connected and Staged Teaching Mode

Integrated, Connected and Staged Teaching Mode makes a bold attempt to create for each-staged language learners an atmosphere in which language teaching is likely to take place with ease, with practicality and with idiomaticness. The way the learners study a foreign language as well as the way to teach it usually depends on their developmental stages (Alan Maley). Altogether there are five stages.

Stage 1  Preschool

Preschoolers’ Environmental Print is one of the important resources for Chinese children to acquire preliminary English print experience. Considering preschool children’s Environmental logos, the colors, the patterns, the forms, the letters and the words are mainly depended by the preschool children’s recognition. (Professor Tao Sha, a psychologist of Beijing Teachers’ University 2002)

Since playing is the main thing of the children on this stage, “GRRS Children’s English” textbooks have been edited by our Research Base with subordinate bilingual cards, music-companied cassettes and VCD. By using G-games, R-rhymes, R-riddles and S-songs, we guide children into a real life condition so that the children can learn with pleasure.

“The Mode” considers many main elements of the psychology of the foreign languages teaching, and forms systematic and reasonable manners of English teaching and points of view of psychological characteristics of students’ ages, teaching materials, pedagogy and joints of knowledge on different stages. As a general ruler, children’simaginational thought is very developed and abstract, and the children respond to language according to what they can do with it; therefore, the following problems should be paid attention to in the English teaching of preschool:

1. Don’t require writing and spelling words.
2. Use the necessary degree of lip-rounding and the position of tongue to teach words. The ability of self-adjustment of pronunciation of children is not still perfect.
3. Teachers should not control English classes by themselves. We should enlighten and encourage children to speak and to do things themselves.
Teachers are only directors while student are the real leading roles.

4. Pay more attention to listening and speaking.

Children in preschool should be given a suitable and necessary English education, which not only activates the language mechanism of children, but establishes the good base for English study in future.

**Stage 2  Primary School**

Learning becomes the main task of this stage, so the approach of teaching activities is to be influenced by the knowledge of their circumstances, attitudes, and interests. The years at primary school are going through a series of stages. We divide this stage into three substages: Sub One (Grade 1-2); Sub Two (Grade 3-4); Sub Three (Grade 5-6). The textbooks respectively are both “GRRS Primary English”; “British Cambridge English” and “GRRS Bridge to Pre-Middle School English” (Compiled by our Research Base) and National Monoplied Primary English Textbooks.

Teachers should be increasingly recognized that pupils need to “learn how to learn”. All this means that primary language teachers have a wider responsibility to choose pedagogies to promote the teaching quality of “the double bases”. Whether pedagogies are right is closely connected with promoting the quality of teaching. The following teaching methods are suggested:

1. Go on with the scene teaching with the object manner, which suits the characteristics of pupils’ age well. It is easy to achieve teaching effect through imaging kinds of scenes, absorbing the attention of pupils and promoting their interests in study. The aim of the activities in this section is to familiarize students with popular images and symbols in the target culture.

2. Use mouth and cerebellum together and practise repeatedly from strangeness to familiarity and from familiarity and rapidness.

3. Connect the new with the old together and strengthen the old knowledge into the new.

4. The method of the general body movement from listening silently to listening movingly.

5. The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

“Listening and speaking” is very important part of English teaching, but pupils are unwilling to sit to listen to English silently, because they like to move and do not like to be silent. Here “listening and speaking” connect the abstract language with object action.

Speaking mother language should be tried to avoid in English teaching so as to guarantee students to be in the good language environment, but students
don’t understand some classroom words, so general body reflection is used to avoid students’ barriers of misunderstanding the classroom words. English teaching of primary school is rewarding. Pupils respond wholeheartedly to teachers’ efforts.

English teaching of primary school should obey the following rules:

1. Manage the relationship of teacher and student in classroom well---teachers play the leading role while students play the main role.

2. Songs, games, stories, pictures, competitions, etc. are to be recommended in unconsciousness. Change “let me study” into “I want to study”, train the interest of studying English and establish the base for middle school English.

3. Use moral encouragement, material reward, commendation, and so on. Teachers do not criticize students at will, and say something to hurt students’ self-respect.

4. Characteristic of pupils’ age decides them to be lively but conscious attention is short, therefore various performance-givings are to be adopted.

5. Don’t look up dictionaries and prepare lessons before class.

Stage 3 Junior Middle School

The main issue on this stage is to research the connection between primary school and junior middle school and to look for the effective solution to improve English overall capacity. The textbooks are Compulsory Education Junior Middle School English; Bridge to Middle School English Grade Two, Grade Three; Junior Middle School Olympic English; Bridge to Senior Middle School Tests.

“Mute” English usually happens in the junior middle teaching, under this effect, students can not often strengthen all learned language materials and grammar knowledge repeatedly, so they lose confidence to study of English gradually and polarization is very serious. The practice of spoken English should go on step by step.

For English teaching in junior middle school, the most popular pedagogy is “English SixteenWords Teaching Method” of Zhang Zhizhong which suits the national conditions of our country and is a good method of English teaching law. Sixteen-Word Principles of Zhang Zhizhong are “Concentrate suitably, circulate repeatedly, read the original works, teach students in accordance with their aptitude behaviors.”

English Teaching Outline of Middle School puts forward: “Lay particular emphasis on the joints of knowledge among primary schools, junior middle schools and senior middle schools”. English teaching in primary, junior and senior middle schools in requirement and context has very obvious differences, so does teaching materials and pedagogy.

Many investigations for the students of English teaching in junior middle
school have shown the weakness of English teaching. The capability of listening, speaking, reading and writing is weak. In order to solve the joint of knowledge between junior middle schools and senior, the following teaching activities should be done well in junior middle schools. In Grade One, stress the skills of listening, let students adapt the English teaching in middle school, and the teachers’ spoken English should be as fast as possible so as to let students further promote the abilities of listening. Teachers should use the method that they partly teach the new lessons and partly review the old and supplement pronunciation, vocabulary, grammar and text in the planned way and solve the joints of knowledge well and guarantee that teaching in junior middle school is gone smoothly and get the good effect.

Stage 4 Senior Middle School

The main issue on this stage is to research the connection between junior middle school and senior middle school, to look for the solution to the improvement of college entrance examination. The textbooks are Compulsory Education Senior Middle School English; Bridge to Senior Middle School Grade One, Grade Two and Grade Three; Senior Middle School Olympic English Tests; Bridge to College Entrance Examinations.

English Teaching Outline In the Senior Middle School provides: “On the base of English teaching of the junior middle of school nine-year compulsory education, strengthen and enlarge the basic knowledge of students, develop the communicative ability of primarily applying English in words and writing, lay particular emphasis on training reading ability. Let students get the certain ability of teaching themselves.”

We should pay attention to the teaching methods of the different grades and develop the certain ability of an aspect. In Grade One, teachers should spur interest, establish the confidence of studying English because the part of students don’t study English well. For the psychological tendency of them, teachers should try to let classroom teaching vivid and interesting, praise more and criticize less, strengthen listening and speaking, hold pronunciation. In Grade Two, on the base of training listening, speaking and reading, pay attention to grammar, writing and polarization. The context is more difficult in Grade Two; therefore, at this time polarization is easy to be produced, so interests should be paid and improved. In Grade Three, stress on reading and develop self-study ability.

The reforming of English teaching in the senior middle school should suit the study in college, and prepare for the joints of knowledge between senior middle school and college well.

College English is the continuous study and improvement on the base of English level of the senior middle school, as a result, it is the important and
practical significance for promoting English teaching quality of middle school to meet the joints of knowledge between senior middle school and college.

Stage 5  College

The main task on this stage is to research the effective connection between senior middle school and college and to look for the solution to the CET-4, CET-6, English major exam Band–4, Band–8. The college English textbooks are meeting in the manifold needs of the learners. Some newly-compiled textbooks by our Research Base include: GRRS Advanced College English Grammar, GRRS Advanced College Translation, GRRS Advanced College English Writing, GRRS Advanced College English Vocabulary where G-guide; R-right; R-rapid; S-success.

The internal motive is connected with students’ knowledge, interest, and technical ability. The ability of studying English exists objectively, so Learners have the individual differences. Some have the good English base and their pronunciation is orderly, and they are brave to make speeches in class, and they study actively and initiative. Others are opposite. Teachers should understand their psychological characters in studying the second language, then treat them differently and teach students in accordance with their aptitude to develop their advantages and avoid disadvantages. Its concrete expression is to encourage and develop students’ conscious dynamic role to let students decide their plans of study and to choose the contexts of study according to their own interests and hobbies. The role of teaches is to seek advice to help students make out their plans and choices, and find out methods of study suitable for the individual.

Cooperative learning method of students as the center and groups as the particular emphasis is the focus in college English teaching. And autonomous learning approach is discovered far more crucial.

Ways of promoting college learners’ language learning capability are as follows:
1. Improving learners’ perceptions and learning strategies;
2. Realigning learner- and –teacher role;
3. Teaching students to learn and to be;
4. Exploring the techniques leading learners towards independence;
5. Looking for a multiplicity of ways to respond to the challenge of both learning and teaching.

Conclusion

“Integrated, Connected and Staged English Teaching Mode” is not just a paradigm shift but an orbital shift which has revolutionized the way of an English teaching method. And the Mode is beyond doubt according with the national condition, the teaching condition and studying condition; the Mode is
definitely gripping the current problem of the beginning on English study in China. It pushes the study of English in harmony with the need of English education, which is the inevitable tendency of the reform of English teaching. It solves the current problem that time of the beginning of English study in China, which is driven to preschool or even before preschool. It ameliorates all-staged English learning activates, the potential language mechanism and intellect. It takes hold of the best period of studying languages before twelve years old, probes the joints of English knowledge of preschool—primary school—junior middle school—senior middle school—college and it does avoid the phenomenon of intersected English learning.

“Integrated, Connected and Staged English Teaching Mode” exploits a shortcut of studying English for the Chinese, promotes English teaching level of our country, and proposes steps for making the foreign language learning and teaching a more reliably successful practice for all-aged learners.

References