

The preliminary study of English teaching and student's learning styles and the construction of optimization measures

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Abstract—English teaching is a subject which specially researches theories of English teaching and practices teaching process and disciplines, so far it has produced dozens of teaching methods. The article reviews several widely used and influential English teaching methods, analyzes their strengths and weaknesses, and discusses several development trend of English teaching

Keywords—English teaching; grammar-translation method; communicative approach; task Act

I. INTRODUCTION

A. Grammar-Translation Method (Grammar- Translation Method)

Grammar-translation method is the oldest foreign language teaching method, as early as the middle Ages, Europeans have used this pedagogy to teach Greek and Latin, and it is still retained in the teaching of foreign or second language. In China, the grammar translation method is also an English teaching method that spreads the longest time and widely used. Grammar-translation method is mainly to develop learners' reading ability, in the teaching process; we analyze syntax firstly, and then translate the foreign language into the native language, compare the two languages mechanically and publish under the literal translation. In teaching practice, translation is not only the purpose of teaching, but also a method of teaching. This approach focuses on students' reading and translation abilities, but ignores the language ability. Grammar-translation method is relatively simple and easy to perform, and the requirements of teachers' business level and organizing ability is lower, and in terms of class preparation and teaching equipment, it is also less demanding.

B. Communicative approach (Communicative Approach)

Communicative approach, which is also called functional approach (Functional Approach) or ideas Act (Notional Approach), is formed in the 1970s. It is based of communicative competence theory and functional language theory, and purposes to train learners' communicative competence in foreign language teaching. Communicative approach advocated language's basic function is communication; the language is used to express the significance; the structure reflects the function of the

language; the basic unit of language not only includes syntax and structural features, but also contains the category of functional significance and meaningful communication reflected in the discourse. Communicative approach takes the student as the center, it has flexible methods, and pays attention to developing learners' communicative ability, it is also easy to raise the learning interest, in the teaching process, teachers provide students with communicative scenes and situations, which help students, express their thoughts and ideas.

C. Natural Approach (Natural Method)

Natural Approach takes the Krashen's Second Language Acquisition Theory as a framework, it uses a variety of ways flexibly, in the environment of classroom, and we can acquire language communication skills. Natural Approach's gist is to make the classroom as much as possible close to the natural environment, so as to provide students with as much as comprehensible language input, it draws a variety of ways from the direct method, the listening and speaking method, and Communicative approach, and a high degree adaptability in the classroom. Natural Approach views that the classroom is used for the acquisition and need to provide a sufficient number of comprehensible input, learners can use the native language and the target language to answer questions, while teachers can only use the target language, and advocate that characters generate speaking, thus training students' ability of using language. [3] Natural Approach widely attracted the focus of people since it's issued, scholars at home and abroad have explored both in theory and practice, confirmed its role in promoting foreign language teaching, but at the same time it has also been questioned constantly. For example, the inherent deficiencies of Krashen second language acquisition theory caused the lack of natural pedagogy.

II. STUDENTS' LEARNING STYLES

The learning styles of learners constituted by learners' unique cognitive, emotional and physical conduct, it is a relatively stable learning style which is a reflection of how learners perceive information, how to interact with the learning environment and make reflection. "Unique, learning styles is based on the learner's individual neural tissue structure and function, affected by the specific families; education and social culture, and through the formation of the individual's own long-term learning activity, with a distinct personality. Stability, learning style is gradually

formed in an individual's long learning process, once formed, namely it has a lasting stability, and very little changes with the changes of learning content and the learning environment, but the stability of learning styles is not that it can not be changed, it still has the plasticity. Human personality, such as the ability, temperament and personality, often have indirect effects on learning, and learning style which is preferred and commonly used by the learner, is the learning strategies and learning styles, it is directly involved in the learning process, and on the one hand the learning process will be smooth, and on the other hand it makes the learning process and learning outcomes affected by personality.

III. ENGLISH TEACHING AND LEARNING STYLES

The teaching combined learning style theory can improve students' achievement, that teacher's teaching style matches with students' learning styles will make the students get the best learning effect, otherwise it will produce a boredom. The relationship among the learning styles and the satisfaction of different teaching methods (traditional teaching, problem-based learning and blended learning) and academic achievement: Most medical students are the learners of decentralized, assimilation type, and prefer problem-based learning (PBL). In the study of learning style preference and gender, the findings status and academic courses, if the teacher presents information in the student's preferred way, the student's academic performance will be improved. Therefore, a professor who plan, implement, evaluate teaching activities should fully take students' learning styles into account.

IV. THE REFORM OF ENGLISH TEACHING CURRICULUM BASIC SKILLS

A. *The relationship among the language skills of listening, speaking, reading and writing*

80.3% of teachers think that the best thing to master is the language skills of listening and speaking, 71.3% of teachers think that the best thing to master is the language skills to read and write. It decrypts that listening, speaking, reading and writing are very important language skills, but also the focus of teaching reform. While listening, speaking, reading and writing are important language skills, but the level of listening, speaking, reading and writing language skills could not simply replace the goals of courses at all levels' comprehensive language proficiency. English teaching should be possible to allow students have more exposure to English, through visual, listening and reading, etc., giving students more comprehensible language inputting, such as demonstration of audio-visual materials and a large number of books closed to students' daily life and learning, closed to the times, and closed to the students' English proficiency. A profound experience of many accomplished English teachers and English language learners is: learning English must have the amount of English information inputting with greatest possible sound and text; it must have the amount of English Enter with wide range of subjects and genres and content, with diverse sources and manifestations. English teachers should combine

with the objectives of emotional attitude, knowledge of the language, cultural background, learning strategies, correctly understand and treat the relationship of listening, speaking, reading and writing language skills in the target programs language skills. In the teaching, we ought to do: the training content and form of listening, speaking, reading and writing as much as closed to the students' real life, closed to the real communicative behavior, closed to activities with a purpose (task-based) and use English integrated. The activities of listening, speaking, reading and writing should combine the emotional attitude of stimulating students' interest, self-confidence, and the spirit of cooperation; help enhance their cultural awareness; make them gradually form the learning attitude of actively participate in, willing to explore, diligent hands in the course of language skills practice, and learn to learning.

B. *The relations between language knowledge and language skills*

From the survey, we can also see that many primary school teachers place not enough emphasis on language skills. Such as: the teaching skills of import / end, ask questions, feedback, less than 40% of teachers think them the most to master. Therefore, in teaching, we should pay more attention to arousing students' attention to the training and mastering of language skills. Both language knowledge and language skills are the parts of language ability, they mutually influence and promote. Language teaching can not stay on the teaching and learning of knowledge. Knowledge of the language should be implemented in listening, speaking, reading and writing practices, improving the quality of listening, speaking, reading and writing. Learning and mastering the language knowledge not only aims to reserves knowledge, but also the ultimate aim of the study is to apply the knowledge of language into practice. Therefore, when dealing with the relationship between language knowledge and language skills, we should pay attention to the following points:

Adhere to the principles of English teaching practice, change the tendency of placing too much emphasis on the explanation and teaching of grammar and vocabulary. The ability of using English language comprehensively and proficiency is trained in the practice. English courses must adhere to the principles of practice. English teaching is mainly through listening, speaking, reading and writing practice to learn English. Listening, speaking, reading and writing practice is the basic way to teach pronunciation, vocabulary, grammar and other linguistic knowledge, and also the reliable quality assurance to improve the knowledge of languages.

Advocate the combined, Opened, and interactive learning mode of language knowledge teaching and skills training. Knowledge of the language is not only the voice, vocabulary, and grammar rules, but also includes the concept of meaning, language, text structure, cultural differences, and the relationship between people and so on. To a student of English language skills courses should be based on the development of language knowledge, attitudes, learning strategies and cultural awareness, develop students'

comprehensive English language proficiency; and advocate each student not to simply wait for the passing of language knowledge, but should be based on their own Under the guidance of teachers, and make these experiences meaningful, through sensory experiences, practice, participation and cooperation.

V. THE DEVELOPMENT TREND OF ENGLISH TEACHING

Through the description and analysis of several major English teaching methods, we can see that all the teaching are the product of the times, their subjects are dominated by ideological outlook and specific language learning concept, and all have their advantages and disadvantages. Moreover, these teaching methods are originated in foreign countries, and are not entirely suitable for our country, therefore, in recent years some new changes have took place in English teaching.

A. *The integrated use of eclectic teaching and a variety of teaching methods*

Through the many years' practice and development for the analysis of English teaching, we can see that there isn't any kind of teaching method can completely solve all the problems of English teaching. Pedagogy in overcoming the problem of another way, will introduce new problems. Therefore, many foreign scholars and teachers in the actual teaching activities, use the eclecticism, and use a variety of teaching method at the same time, in order to fully exploit the advantages of each method, and result in good teaching. In foreign language teaching, the methods tending to favor grammatical structures and communication are flawed, applied linguists made more eclectic vocabulary teaching, whose core idea is to take the vocabulary as the basic unit of language teaching and learning, advocates to make grammar rules and vocabulary teaching integrated; it takes the relatively form-fixed vocabulary as a whole unit, reducing the burden on students' cognitive, thereby improve the accuracy of expression.

B. *The combination of traditional teaching and multimedia technology*

With the development of science and technology, especially the development of computer technology, network technology and multimedia technology, teaching equipment has been continually updated and improved, language materials not only includes text, but also contains sound, image, video, animation and other new media, the organization of foreign language teaching also develops

toward personalized direction. Traditional teaching methods need to be constantly adjusted, make full use of multimedia technology to meet the needs of teaching principles and objectives, and develop students' listening, speaking, reading, writing, translation and other full English proficiency. The development of multimedia technology also makes it possible to carry out the scene teaching in the classroom, which stimulates students' interest in actively participating in teaching activities, and also exercise their foreign language and communication skills. In addition, the development of network technology, also allows students to get a lot of foreign language corpus through the network, increases their language input, and improves their English skills. The traditional English teaching methods combine with multimedia technologies, which can improve teaching effectiveness and quality, thus it provides a certain proficiency talents with English compound for the country and society.

VI. CONCLUSION

Foreign language teaching in foreign countries has been thousands of years, and it also has a century of history at home, during which scholars presented dozens of foreign language teaching methods, this paper describes several with a larger impact and widely used teaching methods, analysis's its strengths and weaknesses, and discuss some development trends of the English teaching at the present stage in order to provide valuable reference for the teaching of English.

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