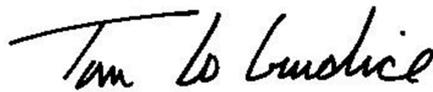


The attached seminar paper, by Zeng shuhui (Sabrina) , entitled TEACHER
CENTERED AND STUDENT CENTERED TEACHING: IMPLICATIONS FOR
THE TEACHING OF ENGLISH IN A TECHNOLOGY RICH AGE

Approved:

A handwritten signature in black ink that reads "Tom W Ludtke". The signature is written in a cursive style with a long horizontal stroke at the beginning.

Date: April 25,2013

*Key terms: Education system, system of schooling, models of teaching, ENGLISH as
SECOND LANGUAGE (ESL)*

TEACHER CENTERED AND STUDENT CENTERED TEACHING:
IMPLICATIONS FOR THE TEACHING OF ENGLISH IN A TECHNOLOGY RICH
AGE

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Zeng Shuhui (Sabrina)

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Abstract

TEACHER CENTERED AND STUDENT CENTERED TEACHING:
IMPLICATIONS FOR THE TEACHING OF ENGLISH IN A TECHNOLOGY RICH
AGE

Zeng Shuhui (Sabrina)

Under the supervision of Tom Lo Guidice, PhD

The classroom is the main site of school education and classroom learning is one of the basic forms of human culture. Teachers and students are consciously followed and pursued by the spirit of the common classroom, teaching ideas and teaching behavior. Then, student interest in learning is important in an age of globalization. Interest in and learning communicative competence in English is critical as the language becomes the tool of commerce and international communication.

It is common knowledge that English plays a significant role on the global stage. English globalization provides a foundation for various cultures to communicate, but in the rich age of technology, the teaching model is changed. The comparison of traditional teacher centered and more contemporary student centered approaches in a technology rich environment are reviewed in this paper. Special attention is given to constructivism as an approach to teaching that builds on student interests and prior knowledge. The role of newer approaches that compliment Chinese values is also considered.

Key terms: Education system, system of schooling, models of teaching, ENGLISH as SECOND LANGUAGE (ESL)

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CHAPTER ONE INTRODUCTION

Classroom culture means the often unspoken and frequently unconscious assumptions about how people will behave during the lessons. It has been an important topic in writings about education and culture. Classroom culture, in the review of Tudor (1996), may give us insight into the teachers' and students' attitudes, beliefs and expectations in the classroom. Therefore, the concept of classroom culture plays an important role in the research projects in education. The concept of classroom culture encapsulates or contains many of the beliefs and attitudes of the society in question.

Classroom teaching has a long history. For example, in the 17th century, Csech Comenius (1592) established the format of the lecture named "Great Didactic" (Comenius, 1632). Later, a class instruction system was proposed and created as teacher-centered. At present, America is the most developed country in education in the world. Although its history is not long, with its education influenced by Britain and Germany and its national situation is comprehensive, America has developed and formed a peculiar model of education. The system is viewed as an innovative system that encourages creativity, self-reliance and innovation. In many ways the model is based on practical education, but has its roots in the "academy". (i.e. Britain and the complete Hongbao mode of Germany). It is generally believed to have made great contributions to American economy and social progress, and has set a good example for other countries. An American scholar born in China (Yong Zhao, 2009) has

recently suggested that although United States education faces challenges, it still continues to lead the way in promoting creativity, innovation and adapting to change.

China also has a long history of teaching based on the bureaucratic testing of students, originally used for placements in government and now widely used for entry into university, college, and business. With the recent “opening” of China to global business, the country is now faced with new challenges in a rapidly changing China and world. Now that the contemporary education of China is confronted with the construction of modernization, the nation also needs to seize opportunities to realize the dream of the modern education system as well as building on the historical traditions. How is China to face up to the challenge and grasp opportunities? Without doubt, learning advanced patterns from other countries is an excellent way. Viewing teaching in terms of teacher centered, student centered and technology use are useful for understanding teaching in China and the consideration of new approaches. Every teaching model has certain characteristics. New teaching models require a lot of practice and understanding of foundational theories. China needs to emphasize the stability of the old and new teaching models, as well as the flexibility of the teaching models should not be excluded. The American teaching model and China’s teaching model can and should complement each other. There is a need to make optimal use of new teaching models, especially in learning the culture of the English speaking countries as well as competencies in English as a Foreign Language (EFL). Otherwise, there are many problems in the classroom of second language learning and teaching in the classroom. In this paper an analysis of traditional methods to influence students’

learning, what are the American models of teaching that may be used in China, and then, what are the implications of the traditional teacher centered, newer teacher centered models (especially constructivism) and technology for the teaching of English as a Foreign Language (EFL) in China are presented.

Statement of the Problem

The problem expressed as questions are:

1. How do different educational models and systems influence the students?
2. What are the American models of teaching that may be used in China?
3. What are the implications of the traditional teacher centered, newer teacher centered models (especially constructivism) and technology for the teaching of English as a Foreign Language (EFL) in China?

Definition of Terms

Education system: an organization forming a network especially for serving a common purpose of teaching students a body of knowledge and skills as well as attitudes. This definition is modified from the dictionary definition of “system” (Merriam Webster, 2012).

System of schooling: usually refers to an institutionalized teaching and learning in relation to a curriculum, which is determined in a variety of ways .For example, the

outline of curriculum content in China is determined by the National English Test Committee sponsored by the Ministry of Education.

Models of teaching: a teaching model is a pattern or plan which guides curriculum and the selection of materials and serves as a guide to teacher actions (Joyce & Weil, 1972).

Constructivism: an approach to teaching and learning based on the premise that cognition (learning) is the result of “mental construction”.

ESL: abbreviation for the term English as Second Language.

Purpose of the Study

The Earth has become “smaller” in the information age. Of course, China is a part of the “smaller world”. With the popularity of the Internet, the exchange between humans is frequent. The cultural exchanges between every country become more and more convenient. English is the key for the communication between them. English teaching in school is increasingly important. In the new century, the teaching model of English should be upgraded. As an education-centered country, China should absorb others’ new technology for English teaching.

Significance of the Study

It is important for teachers of English as a Foreign Language in China to

recognize emerging trends in teaching. A review of literature and an educational experience in the United States influences the writer to explore the applicability of U.S. methods and trends for application in China.

Delimitations of the Research

The research was conducted in and through the Karrmann Library at the University of Wisconsin-Platteville online and the books borrowed from the (SCUN) library in Wuhan. Primary searches were conducted via the Internet through EBSCO host with ERIC, Academic Search Premier and Wilson as the primary sources. Key search topics included “Education system”, “System of schooling”, “Models of teaching” “ESL”.

CHAPTER TWO REVIEW OF THE LITERATURE

How to arouse student's positive interest in learning is an important question for the teacher. The older and traditional model is often called "teacher dominated". However, there has been newer thinking in recent years about "student centered teaching". For example, Diesterweg (1970) has pointed out that the essence of teaching is not to teach but to lead, to inspire and awaken. According to the philosophy of Diesterweg, students are the "subject" of learning.

"Learning" is a conscious, active and independent action. The teacher's role is to inspire, encourage and enlighten the students who have different characteristics. However, in China's secondary school, the traditional mode of education is teacher-dominated. Although this model has played a significant role in the development of Chinese history, the times are changing and many problems have appeared.

In contrast America's secondary school's education model is "student-centered and teacher-facilitated". The focus is on integrated development of students, and teachers play a role of leading in the process of teaching. The process ideally encourages students to think and solve problems by themselves. The different models have important influence for the educational system between America and China. Of course, it should be noted that America does have problems with student performance on tests. There is particular concern in the United States with student performance in mathematics and science. However, the American model is still recognized for

encouraging student creativity and thinking. As China changes and has increasing concerns with innovation and teaching English for communicative competence there will be an increasing interest in teaching models used in the western countries.

The introduction of different education models in the classroom

There are several different models that are a part of Chinese classrooms. Each deserves some discussion.

Teacher Dominated. “Teacher-dominated” is a high-frequency word in the Chinese education teaching ideas. When the main educational ideas dominate a society, one can see that different educators and scholars have different understandings in the different periods. “Teacher-dominated” was proposed by the former Soviet Union in the 1930s. A popular source from the Soviet influence was *Pedagogy* (Kairov, 1948). The author focused on the leading role of the teacher. Kairov pointed out that in the teaching process, the teacher’s role is critical. According to Kairov’s teaching idea it is straight forward:

- The task of teacher-dominated is teaching and imparting.
- The main content of teaching is knowledge.
- The students’ fundamental task of learning is “accepting”.
- The Teachers are the authority in the teaching.

Generally speaking, Chinese classes are entirely teacher centered. Student participation can include rapid fire questions by the teacher, answered by one student

on behalf of the class while the other students participate by listening and tend to follow a sequence of initiation. However, the traditional teaching model is the form which is used in traditional teaching methods to complete the specific teaching content. The primary feature is that students take notes based on the teacher's dictation. Based on the students' feedback; the teachers can adjust teaching strategies to achieve the desired purpose of teaching. In this mode of teaching, teachers are the center and students are recipients, student's achievement is a reflection of the level of teacher education. In short, the teaching activities and teaching structures are surrounded by teachers. This model of teaching is the main mode in the classroom. In contemporary practice the approach may be based upon the "Behavioral Learning Theory" (Watson, 1913). The Madeline Hunter Model (1994) is a currently popular version in the United States of this approach. This model's advantage is good for the teacher's leading, and is conducive to the school's management and organization. Relatively speaking, the requirements of the teaching environment are low. The model of "Teacher-dominated" has disadvantages. Its shortcomings are obvious, the students who as the subject in the teaching process are always the recipient of the knowledge and are in a position of being passive. Student's learning initiative will be ignored, even suppressed. Therefore, the traditional mode of teaching is always connected with the "Mouthpiece". Obviously, this model is not to comply with a standard of modern society. It cannot be responsible for training high-quality talent. (It is recognized that those who follow the Hunter Model have been sensitive to this criticism. Indeed, there is evidence that the model can be creative and promote learning. However, the content

is always “ top-down”)

In practice in China one of the primary problems with the traditional approach with respect to teaching English is an emphasis on rote learning. The approach is also associated with traditional approaches to grammar teaching. Furthermore, in teaching English little emphasis is given to listening and speaking. The emphasis is not on practical communicative competence.

Student Centered. At present in China, the traditional teaching model “teacher-dominated” has more and the more challenges, and modern teaching model “Student-centered” has drawn attention by more and more people. Student-centered means focusing on overall development of students, i.e. to train the student’s initiative spirit and raise the interest for learning. This requires new teaching models. Developing a repertoire of methods of teaching is necessary. The teacher must pay attention to practice and be “creativity conscious”. Student-centered teaching models are often based on the “Constructivist Learning Theory”. The advocates of this idea speak to teaching ideas, instructional design, teaching methods and teaching management; take the students as the center. The newer approach has developed rapidly and has been accompanied by expanding technology as well.

On one hand, “student-centered” teaching models which not only help to stimulate students’ interest and promote their communication, but also help students have initiative to find and explore. It is also conducive to the acquisition of

knowledge. Teaching is a bilateral activity. Teachers should play the “leader” role well in the teaching process. Teachers are the guide; the students must show their initiative in the development of teaching. The teaching’s effect is mediated largely by the students’ consciousness. The traditional teaching model is based on “teacher-centered”, but modern teaching is “student-centered, teacher-led”. The “teacher is leader, student is center”, this theory’s advantage is conducive to training the talent who has innovative thinking. Its disadvantage is that it ignores the teacher’s ability to elaborate, i.e. is not good for the imparting of knowledge, and learning may deviate from the teaching objective. “Student-centered and teacher-dominated”, this reflects the development and deepening of the traditional theory of teaching in China. It is the absorbing of the traditional culture; it is not a simple substitution.

Constructivism of Teaching and Learning

Constructivist approaches are numerous and varied, but all share the common theme that that learning is best understood, stored, and applied when learners develop their own mental models of the information. Constructivists believe that learners must actively and profoundly process novel information in order to contextually integrate it with their prior knowledge and promote deep learning (Vygotsky 1978; Hein 1991; Jonassen, 1999; Taber 2006; Loyens & Gijbels, 2008). Constructivism-based instructional goals often include providing the learner with skills or support (e.g. modeling, coaching, scaffolding) and encouraging the learner to actively construct his

or her own personal learning experience (e.g. exploration, articulation, reflection). Thus, the overarching goal is to aid the learner in constructing his or her own model of the information rather than simply providing that information to the learner.

Constructivist followers believe the foundation of learning is contributed to the association of student's old knowledge to new. In this mode of teaching, the teacher's role has changed. They become the organizers, mentors, helpers and the facilitators in the whole process of teaching. The process means students are subject and center, i.e. they are the active subject of construct knowledge, and the students' position has changed – from the passive recipients in the traditional model to active participants. Students will become explorers of knowledge and the real subject of learning.

Furthermore, constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of “mental construction”. In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. Constructivist teaching is based on recent research about the human brain and what is known about how learning occurs. Among the most popular expression of brain-based learning in the United States, Canada, and Great Britain is the work by Caine and Caine (1991). They suggest that brain-compatible teaching is based on 12 principles:

1. “The brain is a parallel processor” (p.80). It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies.

2. “Learning engages the entire physiology” (p.80). Teachers can’t address just the intellect.
3. “The search for meaning is innate” (p.81). Effective teaching recognizes that meaning is personal and unique, and that students’ understandings are based on their own unique experiences.
4. “The search for meaning occurs through ‘patterning’” (p.81). Effective teaching connects isolated ideas and information with global concepts and themes.
5. “Emotions are critical to patterning” (p.82). Learning is influenced by emotions, feelings, and attitudes.
6. “The brain processes parts and wholes simultaneously” (p.83). People have difficulty learning when either parts or wholes are overlooked.
7. “Learning involves both focused attention and peripheral perception” (p.83). Learning is influenced by the environment, culture, and climate.
8. “Learning always involves conscious and unconscious processes” (p.84). Students need time to process ‘how’ as also as ‘what’ they have learned.
9. “We have at least two different types of memory: a spatial memory system and a set of systems for rote learning” (p.85). Teaching that heavily emphasizes rote learning does not promote spatial, experienced learning and can inhibit understanding.
10. “We understand and remember best when facts and skills are embedded in natural, spatial memory” (p.86). Experiential learning is most effective.

11. "Learning is enhanced by challenge and inhibited by threat" (p.86). The classroom climate should be challenging but not threatening to students.
12. "Each brain is unique" (p.87). Teaching must be multifaceted to allow students to express preferences.

Technology in English Teaching and Learning

Much of teaching and learning is being influenced by the new technologies. The technology is useful for teachers. Good professional forums based on the internet can offer them the opportunities to share resources, hold a discussion, and then make some progress. Such kind of forums should have some standard for the members. For example, the study for the candidate should be qualified to have the basic knowledge in this field. Then, people are free to express their opinions in a professional way. Statistics is a persuasive way to show the evidence. Moreover, the pioneers in each field should be invited to take part in communicating with other members and discuss the student's requirements for learning. Professional debates are also of great significance. Good professional forums based on the internet can contribute to understanding the student's tendency. For students, economic, social, and cultural factors have a great influence on the ways of teaching and learning. For example, the goal of English language teaching and learning is different in different areas of China. The language teaching facilities varies from place to place. However, teaching facilities are important for students' learning and advanced teaching facilities such as

multimedia and computers are good for arousing students' interest. In a few words, technology- centered teaching and learning is necessary nowadays.

Everyone knows, with the invention of internet technology, computer-based instruction has been widely used in language classrooms. This technology has made possible a great contribution to the people who gather information, conduct research and communicate. Web- based writing instruction has proved to be an important factor in developing writing quality. For example, from a study designed to examine the effectiveness of this instruction in the writing of freshman EFL students, Al-Jarf (2004) found that use of the web-based lessons in class was more effective than teaching which depends on the textbook alone.

Most studies showed technology's positive effects on language learning; first, the advantages of using new technology in classrooms can be interpreted in light of the changing goals of language education and the shifting conditions in our postindustrial society (Warschauer & Meskill, 2000). New technology was part of the social fabric at the turn of the century. Second, technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach. Computer technologies and the Internet are powerful tools for assisting these approaches to language teaching. Even though constructivism is not a theory associated with using technology, constructivist assumptions are guideposts for developing a vision for integrating technology into the language curriculum (Brown, 1997). Learning is an active process. Learning is a natural, integral and ubiquitous part of living; not something handed as a package to somebody else (Anderson &

Speck 2001). In today's language classes, the teacher's role should shift from "sage on the stage" to "guider on the side," while students should actively search for and explore answers instead of receiving standard interpretations. Technology integration helps this shifting process for teachers and students.

The Implications for English Teaching

The use of English as an international language (EIL) and its implications for teaching have attracted much scholarly attention. One scholar (Mckay ,2002) argues that "the teaching and learning of international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language" (p.19).

Of course, English plays a significant role in the global stage. Therefore, in the rich age of technology, the English globalization and localization affected English teaching in China. It is worth paying attention to this phenomenon. English globalization provides a "flat earth" for various cultures to communicate. English then becomes an international language. Since English globalization and localization have given great impact on English teaching in China, it is necessary to apply it to English teaching. One should find a good teaching style for English teaching in China. As a student, one should have a clear teaching aim; English is one of the main subjects for students of every stage in China. A child will be praised highly if he can speak English as early as he can, which proves he has talent in language. Besides, students

who want to pass all kinds of entrance examinations must take an English exam. The fact that learning English is to pass exam is not always admitted but truly exists. However, these are all superficial values; English is not only for passing exam. Instead, the reason to learn is that English globalization promotes the development of English. In the past few years, the aim of English teaching has already been shifted from stressing on language ability to communication(The latest version of the College English Test (CET) and The Test for English Majors (TEM) offered and required by the Chinese Education Ministry increasingly reflect communication competence). However, many teachers still encourage students to do more written exercises than speaking and listening activities. The essence of English teaching in China is foreign language teaching. Lacking of the relative language environment exposes the weakness of English teaching in China. On the one hand, as one of school subjects, the contents that students learn are basically from teachers and books, which are not put into reality. The knowledge does not guide practice. On the other hand, the contents stressed in books are not Chinese culture but foreign cultures. Chinese English learners seldom have the chance to approach the cultures in books. What's more, English teaching in China is only in class, and the materials are limited to books. Short learning time and limited language materials will not in any case satisfy the students' needs.

As the old saying goes, learning is in order to practice. The teaching contents should be alive and practical. English teaching materials in China should emphasize international cultures as well as local cultures, so as to develop simultaneously. The

influences on English teaching in China made by English globalization and localization require adjustment of teaching methods. Some of the adjustments include the following:

- Emotional Emphasis

It may bring better effect to learn both English and western teaching methods. The atmosphere of western classes is open and relaxed, which makes studying a happy thing. English teaching in China may also absorb such advantages. Generally speaking, Chinese students are not active in taking part in class activities. One of the main reasons to keep silent is that they are afraid to “lose their faces”. Confronted with such circumstances, teachers should adopt efficient ways to help students overcome their shyness and reduce their anxiety. The students are encouraged to speak out, which will create a relaxing atmosphere in class and bring teachers and students closer.

- Situation and communication

Most schools pay more attention to class teaching than the creating of real situations out of class. Considering daily use of English, creating a situation is a very important and direct method to advance communication. The biggest problem of teaching English in China is far away from the language environment in books. Therefore, giving the learners more exposure to the language and improving the

learning environment become effective means, which can offer a real, natural and meaningful communicative process to Chinese English learners.

An English environment is a necessary setting for learners to construct English thinking, which requires the teachers to help the students approach the environment both in class and out of class in order to use English in reality. Based on English teaching, teachers must provide some relevant non-language information and cover more points about real communicative atmosphere. In doing so, students can understand the teaching contents rapidly and correctly. They will evoke emotional empathy and advance their development of psychology so as to improve teaching efficiently. Creating real situations will arouse students' learning motivation, interest and potencies by setting roles. In nowadays, there are many new technologies exploring the advantages in creating situation.

To some extents, not only does English stimulate students' interests but also broadens their thinking. In addition, more communication fosters the ability of creativeness and solving practical problems.

Roles for Teachers of English Teaching in Classroom

In the Chinese English teaching classroom, the teacher is expected to provide knowledge of the English language. English teaching is short of interaction and communication. There are several new roles for teachers of English using the

constructivist approach in a technology rich environment. Einstein, an advocate of the approach said that “The interest is the best teacher.” students’ interest can be affected by the teacher’s emotion in the secondary school. Teacher found that it is necessary to establish a harmonious relationship with their students. Teachers should use this harmonious relationship as an opportunity to mobilize the initiative of students in order to stimulate their interest in English learning. The harmonious relationship between the teacher and the students is the core to forming pleasant environment; it not only determines the students’ positivity, but also determines the success or failure of the teaching. Therefore, when trying to establish a good relationship with the students, the teacher must respect the students.

Respecting the students is a prerequisite for classroom education. Teachers should trust the students and show love in order to light a fire within the students’ hearts. Both trust and inspiration will encourage the students’ confidence towards learning English. Students can be inspired and encouraged by a teacher’s speech or smile. In practical work, teachers should understand how individual students like to learn in order to create a good psychological environment in classroom. Teachers should talk with their students about the students’ interests, hobbies, ideals, attitudes and needs. This method can make the students eliminate the fear to the teacher, and feel comfortable with the teacher, thus eliminating the fear of talking to the teacher. This feeling of closeness will encourage students to use the English knowledge in the discussions to express their insights and feelings.

Another way a teacher can make students feel comfortable is by using humor.

An American writer remarked that humor is an interesting art with the great influence and the momentous significance. In another way, humor is the ability to be amused, and the quality of amusement influences people's happiness. According to the definition, using humor as much as possible can help students easily understand the knowledge. Obviously it can keep the class more active and increase the class efficiency. The English teacher should be good at teaching English in a humorous way to arouse students' interest. A noticeable difference exists between learning in a pleasant atmosphere and in comparison to learning in an oppressive atmosphere. The former is much better than the latter. If the teacher comes into the classroom with a smile, the students will consider the teacher as their friend and think the teacher is very kind to them. In this way, the gap between teachers and students will become smaller and smaller. It is one of the best ways to arouse and keep students' interest.

Then, teachers should respect every student's personality. Teachers should not satirize the students. It requires teachers not only to treat student fairly, but also to praise and encourage more those students who have made progress. Teachers should also use moments of encouragement as times to speak to their students in English because it will train students to use their spoken English, makes students "bathe" in the enjoyment of study. Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviors from occurring.

In the process of teaching, people are the main bodies in the teaching and learning; people are in activities with emotion, so we can regard emotion as contact

link of teaching and learning. Clarify English teaching in addition to involving some objective factors are the emotional factors related to learners themselves. When using emotional teaching methods, teachers must focus on the positive emotions. Furthermore, how a teacher responds to appropriate and problem behavior can help set the tone of the classroom environment. If the teachers respond in a harsh and combative manner to a student's display of problem behavior, the students, as a group, will more likely act in a combative manner. On the contrary, if the teachers provide corrective feedback to children, it will help the students learn a lot.

The teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom, as they analyze various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objective of the first role and arises from it. These roles imply a set of secondary roles for the teacher as a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, as well as actual and observed experience of the nature of learning and organizational capacities (Breen & Candlin, 1980).

Teachers Optimizing Class Structure for Teaching and Learning

As an English teacher, one should make every lesson be lively because it will create an interesting environment that will increase the students' interest, making them are full of spirit and eager to learn English. The teacher is to put the classroom

to the students, make the classroom full of vitality; put the class back to the students, make the class lively. In the education system of China during the past years, the teacher is master of the classroom, and students are passive recipients of knowledge. To make the classroom dynamic, teachers must change in relationship between teachers and students, complete the teaching methods, and optimize the class structure. Democratic and harmonious classroom atmosphere is conducive to students' learning enthusiasm and initiative. A teacher's smile and easy language will to create a good classroom atmosphere.

The teacher's role is to encourage student's initiative and positive view of learning. In the teaching process, teachers must encourage students to take initiative and to think creatively when learning English and solving problems. By arousing students' awareness of innovation and developing students' creative ability teachers can ensure independent problem solving in the study. Teachers should use students' interests to cultivate creative thinking. Teachers should encourage problem solving, encourage enable students to be active learners, inspire students to a bold vision, explore and cultivate way to broaden student's thinking. In short, one should take a flexible approach in the process of teaching and learning English. English teachers should stimulate students' interest in English learning, which is the most important part of a quality education and should be taken seriously.

The newer approaches are being encouraged in China. For example, the Education Ministry has endorsed Cooperative Learning and Multiple Intelligences as viable approaches. An increasing number of schools on the coast of China and in

major cities are changing to the newer approaches. The gap is between urban and rural and between coastal and inland areas continues.

New Approaches for English Teaching and Learning

There are several newer approaches to teaching and learning English. Several of the approaches are discussed below.

Communicative Language Teaching (CLT)

CLT is an accepted paradigm with many interpretations and manifestations. CLT is a newer model and is a more appropriate model. CLT suggests a focus on all of the components of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic aspects. It has the following characteristics:

1. Overall goal
2. Relationship of form and function
3. Fluency and accuracy
4. Focus on real-world contexts
5. Autonomy and strategic involvement
6. Teacher roles
7. Student roles

Task-Based Language Teaching

One of the most prominent perspectives within the CLT framework is Task-Based Language Teaching (TBLT). This approach puts the use of tasks at the core of language teaching. It makes an important distinction between target tasks, which students must accomplish beyond the classroom, and pedagogical tasks, which form the nucleus of the classroom activity.

Characteristics of TBLT include the following:

- tasks ultimately point learners beyond the forms of language alone to real-world contexts
- tasks specifically contribute to communicative goals
- their elements are carefully designed and not simply haphazardly or idiosyncratically thrown together
- their objectives are well specified so that you can at some later point accurately determine the success of one task over another
- tasks engage learners, at some level, in genuine problem-solving activity

Learner-Centered Instruction

This term applies to curricula as well as to specific techniques. It can be contrasted with teacher-centered instruction, and has received various recent interpretations. It includes the following:

- focus on or account for learners' needs, styles, and goals

- give some control to the student
- include the consultation and input of students and that do not presuppose objectives in advance
- allow for students creativity and innovation
- enhance a student's sense of competence and self-worth

Cooperative Learning

A curriculum or classroom that is cooperative is not competitive. The students can work together in groups, share information and come to each other's aid. The students are a team which works together and achieves the goal successfully. In this learning model, a group learning activity is dependent on the socially structured exchange of information between learners.

Interactive Learning

The communicative purpose of language compels us to create opportunities for genuine interaction in the classroom. An interactive course will provide for negotiation. The interactive classroom will have several qualities including the following:

- doing a significant amount of pair work and group work
- receiving authentic language input in real0world contexts

- producing language for genuine, meaningful communication
- performing classroom tasks that prepare them for actual language use “out there”
- practicing oral communication through the give and take and spontaneity of actual conversations
- writing to and for real audiences, not contrived ones

Whole Language Education

A term that once swept through the profession and is still in common use is whole language education. The whole language approach is the integration of experience, writing, listening, communicating and mastering grammar in “real life” writing, reading, listening and speaking. This approach has been associated with several instructional strategies including the following:

- cooperative learning
- participatory learning
- student-centered learning
- focus on the community of learners
- focus on the social nature of language
- use of authentic, natural language
- meaning-centered language
- holistic assessment techniques in testing
- integration of the four skills

The approach to teaching English is obviously the keystone to the teaching methodology in the classroom. The approaches discussed thus far are related to student-centered teaching model. In the rich age of technology, the approach for teaching and learning English should be developed.

Comparing Teaching in the United States and China

In conclusion, we should consider the differences between the classrooms of China and the United States. Chinese students would like their teachers to take charge of the class time in a teacher-centered way, whereas American teachers expect group work in class in a communicative way by setting up group discussions among students or selecting a discussion leader to be in charge of the class discussion. The student-centered way is used in the West. For example, consider the space structure, especially in a classroom seating plan. Chinese classroom seating plan reflects the power between the teachers and the students as well as the path of information flow. The row-by-row seats that are fixed on the floor restrict interaction between teacher and students. The distance between the teachers and students creates a very formal atmosphere. However, in America, the students' seats are in a circle, so they can share information with everyone. Generally speaking, American students are more actively in the class activities like group discussion. This helps to create a dynamic atmosphere

in the classroom; the teachers should try hard to get student to interact by asking questions and challenging students for their ideas. Then, a good teacher doesn't follow the books step-by-step completely. They take advantage of their own comprehensive information to make the knowledge of the books keep in touch with the other knowledge, and the students learn not only this kind of knowledge but also other information. To the student in the vocational school, interest is power, too. So, good teaching method is the major element. It needs the teacher observe and summarize carefully. The activities should be fit for the students' characters in psychology, cognition and so on, and make the students learn English in happy, relaxed and effective circumstances.

CHAPTER THREE CONCLUSIONS AND RECOMMENDATIONS

The focuses of the discussion in this paper have been on classroom culture and generating probable implications for English language teaching in China. The American teachers emphasize individualism, freedom and self-development. Now the Chinese teaching model is changing.

Interest is the best teacher. It is a psychological inclination with which students can understand something well and takes an active part in learning activities. When students are interested in what they are learning not only will they learn while in a good mood, but also they will not feel tired while studying English either. It is obvious that they will get twice the achievement with half the effort.

On the contrary, if students lose their interest, they will not learn anything with a passive attitude. This leads to such results as students study English it becomes a burden and they are fed up with English. Thus they will get half the result with twice the effort. Can they learn English well under this circumstance?

There is a phrase that may be applied as the source of interest, happiness from success is an enormous power of emotion, which can speed up learning. Interest is one of the main paths of building up a joyful. and collaborative teaching environment. To paraphrase the writings of Confucius to the student, it is that willing to know is better than he/she that knows, he/she enjoys learning is better than he/she that is

willing to know. In contemporary terms, interest is of vital importance for students' success in English learning.

In a Confucian Heritage Culture (Biggs & Watkins, 2001) the teacher is generally well respected with all the wisdom of a mentor, guide or maybe even be a “guru figure” for the students who are the apprentices. To be a proficient teacher is very important for the students' learning. In this paper, not only were the different teaching models analyzed, but also the implications of English teaching in the technology rich age. In a word, different teaching models have different influences on the student, Chinese teachers and professors should face the problems that occur in the process of English teaching and develop approaches that are appropriate for students.

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