

Class Selection and Textbook Writing Requirements for Stage-styled College English Teaching

Yu Zhang

College of Foreign Languages
Northwest Minzu University
Lanzhou, China

Abstract—This paper mainly introduces how to carry out stage-styled teaching of College English. It puts forward how to choose the teaching class in College English first. Then, it proposes the requirements for compiling a teaching material suitable for stage-styled teaching. Only after completing the above two tasks, can stage-styled teaching in College English be carried out smoothly.

Keywords—College English; stage style; classroom teaching

I. INTRODUCTION

William Shakespeare, the great British dramatist, said in his comedy *Joy for All*: "The world is a stage. In the stage, everyone is an actor, and has many roles to play in his life." So how can a college student in the new era play a good role? The stage-styled teaching method of College English provides a rare opportunity for the majority of college students to help them play their roles well as students in College English class.

II. THE HISTORY AND DEVELOPMENT OF STAGE-STYLED TEACHING

In College English teaching, stage style is a new attempt compared with the traditional cramming teaching method by turning classroom into stage, textbooks into scripts, and teachers into directors and students into actors. Perhaps some people will question that for thousands of years, students' learning methods and teachers' teaching methods are just like this: first, teachers impart the undoubted knowledge in textbooks to students and the students listen carefully in class accompanied by taking notes attentively. Then, students ask questions about relevant knowledge. And teachers will offer answer according to their accumulated reference knowledge and experience. Next, teachers will assign homework to students and students shall complete them on time according to the requirements and formats. Step by step in this way, teachers pass on to students the knowledge of various disciplines bit by bit. Finally, schools and teachers sort out the learning focus and difficulties of relevant courses, through the form of examinations to test students' mastery of knowledge, and give the corresponding results and credit. That's how the complete and systematic learning process goes around. This traditional teaching method occupies the vast majority of classes from ancient to modern times and from China to foreign countries. Otherwise, the stage-based

teaching method is to make the classroom stage, teacher directors, text script and student actors. Is this method suitable for the teaching of textbook knowledge? Is there any relevant theoretical basis? When does this teaching method begin to rise? What are the effects and shortcomings? In view of the above problems, the author takes college English teaching as an example to briefly introduce and summarize stage-styled teaching.

As early as the early 20th century, Summerhill School in Britain implemented a free development education model. Therefore, the school is known as the "happiest school with the richest humanity". In this school, there was no traditional classroom teaching, no homework, no formal classroom, or even no principal. All school rules were decided by voting of all students and teachers. Moreover, in this mode, there was no authority in the classroom, and both students and teachers were equal. Summerhill School students were happier and harder to learn than students in traditional schools because they had no pressure and were completely free to attend classes. They could choose to attend or not. Later, the way of education in Summerhill School deeply influenced Harriet Finlay Johnson, a male teacher at Sampertin Primary School in England, and soon Johnson started the attempt of theatricalization of education and teaching. After a long period of practice and exploration, the stage-based teaching gradually developed in the late 20th century. Many schools began to attempt the stage-based theatrical classroom teaching, making the style gradually grow stronger. It was also a new exploration and trail to apply this stage teaching method to college English education and teaching. Although many people may have doubts and denials, only brave attempts can open up a new road. The development of human beings has verified this cognition. For the stage-styled teaching of College English, as long as there is a beginning, it will bring future progress and development.

Taiwanese educator Zhang Xiaohua defines stage-based teaching as follows: "it is a kind of teaching method that uses the skills of drama and theatre to engage students and teachers in school classroom. It is based on the natural law of human nature to spontaneously contact with groups and external world. Under the guidance of the instructor's plan and framework, it uses creative drama, improvisation, imitation, games and other ways to enable participants to give full play to imagination, express ideas, and learn from

practice in the interactive relationship so as to enable learners to gain aesthetic experience and enhance intelligence as well as life skills. This kind of learning method takes students as the main body, classroom as the stage, performance as the form, and through the organization of teachers, it enables contemporary college students to learn English in a beneficial way.

In view of the above learning process, some people will question that this teaching method seems to be making movies. In the author's opinion, why can't teaching be making movies? Stage-based College English teaching is a brand-new reform of the traditional platform-based cramming teaching method, which can activate the learning atmosphere, enhance the attractiveness of the curriculum, improve the learning effect, and change the cramming teaching and the learning status of dumb English in College English teaching.

III. CLASSES SELECTION REQUIREMENTS OF STAGE-STYLED TEACHING IN COLLEGE ENGLISH

How to carry out stage-styled teaching of College English? First of all, the choice of classes counts. Which classes or students are more suitable for College English stage teaching? According to the provisions of the syllabus of College English in 2018, College English is a compulsory basic course, and the implementation of graded teaching requires students to complete their credits in order to obtain corresponding credits and degrees. Therefore, College English is a course that every non-English major must choose to study. Accordingly, there is no doubt that a number of college students will choose this elective courses so that there are many differences in English proficiency, so how to classify these students, how to carry out the examination and give the corresponding credits, or how to teach students in accordance with their aptitude, and how to identify the learning effect are urgent problems to be solved.

So, how to identify and determine a college student's English level? This is an urgent problem to be solved. The relevant provisions of the China Standards of English promulgated by the Ministry of Education and the National Language Work Committee on June 1, 2018 are as follows: English level 1 and 2 roughly correspond to primary school level, English Level 3 is equal to junior high school level, English level 4 corresponds to senior high school level, English level 5 and 6 corresponds to university level. Level 7 corresponds to English majors and level 8 and level 9 correspond to high-end foreign language talents.

This standard divides learners' English level from low to high into three stages: basis, improvement and proficiency, with a total of nine levels. Among them, grade 1-3 stands for elementary stage, grade 4-6 means intermediate level and grade 7-9 interprets advanced level. Among them, grade 5 and grade 6 shall correspond to the intermediate level of College English. The gauge provides a "competence scale" to improve the quality of examination, promote the docking of domestic and foreign examinations, promote the multi-evaluation system, and feedback the quality of teaching. It can be said that the English scale is a rod for college students,

providing a standard for college students to learn English better at the present stage. Then, the class selection of stage-based College English teaching should closely abide by this standard. At least the English level of students in stage-based College English teaching shall reach or exceed the English level of senior high school, that is to say, they should reach the level 4 or higher prescribed by China Standards of English before they are suitable for stage-based College English teaching.

In addition, according to China Standards of English: the first level of spoken English requires the ability to name common things, simply express personal preferences, introduce oneself or familiar people, and use demonstrative pronouns or body movements to assist expression when necessary; to be able to participate in simple communicative activities in a helpful way, and use simple vocabulary to ask the other person to repeat when necessary. The second level of spoken English requires basic daily communication in simple language with clear pronunciation and correct intonation; to be prepared to make a brief oral statement or narrative, and use pronouns and other means to explain their information that will not be directly expressed; to afford to do simple descriptions, such as familiar people, things, places, etc. with the help of hints. The third level of spoken English requires a simple communication with others on familiar topics. The pronunciation, intonation and tense shall be basically correct and the expression shall be coherent; be able to participate in group discussions with the help of others in study or work; have ability to communicate with each other in a short way, and use strategies such as indirect interpretation and re-wording when necessary to accomplish their communicative tasks. The level 4 requires the ability to express personal needs and meanings, and to choose appropriate ways of expression, such as politeness, according to the communicating objects; to communicate on topics of interest and respond in time to ensure smooth communication; to tell short stories or personal experiences in a structured manner; to briefly introduce or explain common activities or fields in daily life and work scenery, such as sports, leisure and entertainment, scenic spots, etc. Level 5 requires the ability to express opinions on daily life topics or familiar social hot issues or to communicate with others, to express clearly, hierarchically and systematically; to express personal opinions briefly on topics related to one's own major after preparation; and to conduct effective oral communication or consultation on daily life matters, such as business, tourism, shopping, etc. Level 7 requires that one should be able to talk or discuss with others on various familiar topics, appropriately express one's desire to speak and maintain the right to speak; to express one's own views on abstract topics, and adjust the strategies and ways of expression according to communicative situations; to make a formal academic report and do further explanations according to questions, so as to express accurately, clearly and coherently. Level 8 requires full and effective discussion on a wide range of topics in formal settings and make use of appropriate rhetorical devices to enhance the effectiveness of oral expression; to embrace the ability to express their views accurately and freely on professional topics in academic research; and to be able to conduct in-depth and effective

communication or consultation on complex and controversial issues encountered in work. Level 9 requires in-depth oral communication on a wide range of topics, free and effective adjustment of the content and manner of expression according to the social and cultural background of the audience, and effective communication and consultation on complex and controversial issues in the professional field.

From the point of view of requirements, it's necessary for college students' oral English level to meet or exceed level 4, that is, they should express their opinions on daily life topics or familiar social hot issues or communicate with others in a clear, hierarchical and systematic way; they should express their personal opinions briefly on topics related to their major after preparation; they should also express their personal opinions on daily life matters, such as business and travel; they should make effective oral communication or consultation on travel, shopping, etc. or be able to discuss with others on hot social issues or familiar topics in professional fields, and make appropriate responses and comments on other people's speeches and interruptions; they should be able to express a certain depth of personal opinions on specific topics related to social culture and learning, with rich language, fluent expression and clear thinking; when handling daily disputes and emergencies, effective oral communication or consultation should be conducted. These requirements for college students' spoken English are actually relatively high, but only when there are requirements can there be progress. The higher the requirements in learning, the more helpful it is to learn. The choice of College English stage-styled teaching classes should conform to the grading standard of College Students' oral English, that is, to select those that their level of oral English has reached or exceeded the level 4, so that the stage teaching of College English can be carried out smoothly.

IV. REQUIREMENTS FOR THE COMPILATION OF TEACHING MATERIALS FOR COLLEGE ENGLISH STAGE-STYLED TEACHING

In the process of college English stage teaching, it is a very important job to compile a suitable textbook for teaching, because the textbook plays a vital role in college English teaching. A good textbook can not only strive students to be interested in stage performance, but also make the teacher's teaching handy, so as to make it convenient for teachers to be at ease to do arrangement of roles, assignment of homework and preparation of props so that college English teaching will be a highly interactive and receptive course.

Understanding the script, namely the descriptive texts of lines, backgrounds and scenes of each play, and also the basis for how to shape the characters is a solid foundation for teaching. Before performing drama and stage play, it is necessary to grasp the outline of the drama story, understand the development and ending of the story in the play, and shape the corresponding characters through their language behavior. Aristotle mentioned in his literary work *Poetics* that literary plays should include three elements, namely time, place and characters. Time means when the story happens. It can be in one year, one day, on night, or the

specific time can be blurred, just like "a long time ago". As for the location, it can be a country, a city, a room, but it must be specific, not blurred. Characters are the key to the development of the story. Only characters run through the story, from the beginning of the story, the development of the story, the climax of the story, until the end of the story. In addition, Aristotle also proposed the "three one law" of literary scripts, which demands literary scripts to abide by the consistency of time, place and action, that is to say, literary scripts only allow the writing of a single plot and the climax of the drama must occur in the same place in a day. For example, the French theatre theorists explained that the "three one law" is to use one place to complete the whole process of a story from beginning to end in a day. In modern scripts, the climax of the story tend to be in accordance with the "three one law". With Aristotle's theoretical foundation, the selection of basic scripts in stage-based college English teaching should conform to the law. That is, when selecting scripts, special attention shall be paid to the climax of literary script stories, which is not only the most attractive part of the story, but also the embodiment of the central idea of the story. In this way, the stage teaching of College English can be carried out smoothly.

V. CONCLUSION

The stage-styled teaching of College English will encounter various problems in teaching practice. Solving the primary problems, i.e. the selection of teaching classes and the requirements of teaching materials for stage teaching are the prerequisites for dealing with other problems. Only by settling some primary problems first, can the stage teaching of College English be carried out smoothly. In this paper, some suggestions are put forward and it is hoped that the stage teaching of College English get assistance through these advice.

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