

Research on English Teaching Methods from Multiple Perspectives: The Integration of Theory and Practice

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ABSTRACT

This paper explores the research progress of English teaching methods from multiple perspectives in recent years, analyzing the theoretical basis and practical application of content-based language teaching, the application of information technology in English teaching, the integration of teacher quality and teaching methods, critical teaching methods, cross-cultural teaching methods, and multimodal teaching methods. The research points out that although various teaching methods have made significant progress in both theory and practice, they still face many challenges in teaching practice, such as the adaptability of teaching methods, the improvement of teacher quality, the effective application of information technology, and the satisfaction of individual differences among students. This paper suggests that future research should further strengthen the combination of theory and practice, pay attention to individual differences and learning needs of students, and explore more scientific and effective teaching methods to improve the quality and effectiveness of English teaching and cultivate English learners with cross-cultural communication skills and innovative thinking.

KEYWORDS

English teaching methods; Content-based language teaching; Information technology; Teacher quality; Critical teaching methods; Cross-cultural teaching methods; Multimodal teaching methods

1 Introduction

English teaching methodology is one of the core fields in foreign language education research, closely related to educational concepts, social demands, and technological progress. In recent years, with the acceleration of globalization, the popularization of information technology, and the continuous update of educational concepts, the research on English teaching methodology has shown diversified and integrated characteristics. From the traditional grammar-translation method to modern communicative language teaching, task-based teaching, multimodal teaching, and others, various teaching methods have made significant progress in both theory and practice. However, there are still many challenges in teaching practice, such as the adaptability of teaching methods, the improvement of teachers' qualities, and the satisfaction of individual differences among students. This paper will review the research on English teaching methodology in recent years from multiple perspectives, explore its theoretical basis and practical application, and analyze the existing problems and future development directions.

2 Content-based Language Pedagogy

Content-based Language Pedagogy is a teaching model that integrates language learning with subject content, aiming to enhance language proficiency through the acquisition of subject knowledge. This approach emphasizes the practicality and comprehensiveness of language learning and is suitable for cultivating students' interdisciplinary abilities. However, Han R. points out that the implementation of content-based language teaching in Chinese English learners faces many challenges. Firstly, the scarcity of teaching resources is a significant issue, especially in regions with relatively weak educational resources, where there is a lack of language learning materials combined with subject content. Secondly, the insufficient professional competence of teachers is also a key factor. Content-based teaching requires teachers to not only have solid language knowledge but also master the relevant subject knowledge and teaching skills. Additionally, the differences in students' learning motivations can also affect teaching outcomes. Some students may not be interested in the subject content, thereby reducing their enthusiasm for language learning. Despite these challenges, content-based language teaching still has unique advantages in fostering students' comprehensive language application abilities. For instance, by integrating English with subjects such as science and history, students can apply language in real-world contexts, enhancing their practical language skills. Therefore, how to overcome the limitations of resources and teacher competence and fully leverage the advantages of content-based teaching is an important direction for future research.

3 Application of Information Technology in English Teaching

With the rapid development of information technology, its application in English teaching has become increasingly widespread. Shruithi L H et al. conducted an in-depth analysis of the application of information and communication technology (ICT) in English language teaching, arguing that ICT can provide students with abundant learning resources

and diverse learning methods, stimulating students' interest and initiative in learning. For example, through online learning platforms, students can access English learning materials at any time and conduct self-study; using multimedia teaching tools, teachers can present abstract language knowledge in a vivid and vivid way to students, enhancing teaching effectiveness. However, the application of information technology also has some problems. Firstly, the shortage of technical equipment is a common phenomenon, especially in some economically underdeveloped regions, where schools may lack sufficient computers, projectors, and other equipment. Secondly, the quality of network resources varies, and teachers need to spend a lot of time screening suitable learning materials for students. Moreover, the limited ability of teachers to apply technology is also an important issue. Although many teachers have rich teaching experience, they may lack necessary training and practical opportunities in the application of information technology. Therefore, how to improve teachers' ability to apply information technology and optimize online learning resources is an important direction for future research.

4 Integration of Teacher Competence and Teaching Methods

Teachers are the core of teaching activities, and their competence directly affects the teaching outcome. Zeng Yanyu, from the perspective of foreign language education, explored the multi-dimensional paths for enhancing the literary competence of foreign language teachers, emphasizing that the literary competence of teachers is of great significance for cultivating students' language perception ability and cultural literacy. Through activities such as reading literary works and participating in literary discussions, teachers can enrich their language knowledge reserves and improve their language expression ability, thereby better guiding students' English learning. In addition, the professional competence of teachers also includes the ability to master and apply teaching methods. Gan L and Li H studied the application of Communicative Language Teaching Method (CLT) in Chinese primary school English classrooms, finding that this teaching method can effectively improve students' oral communication ability and language application ability. However, it also requires teachers to possess good classroom organization skills and the ability to flexibly apply teaching methods to ensure the smooth implementation of teaching activities. The competence of teachers not only includes professional knowledge and teaching skills, but also involves cross-cultural awareness, critical thinking, and innovation ability. For example, Li Y. studied the intelligent English teaching based on the performance-based teaching method and ChatGPT technology, believing that through performance activities and the assistance of artificial intelligence technology, students' understanding and experience of different cultures can be enhanced, and their cross-cultural communication ability can be improved. This requires teachers not only to have cross-cultural knowledge, but also to be able to flexibly apply modern technological means. Therefore, how to comprehensively enhance the comprehensive competence of teachers, so that they can better adapt to diverse teaching needs, is an important direction for future research.

5 Exploration of Critical Pedagogy

Critical Pedagogy is a teaching method that emphasizes the cultivation of students' critical thinking and social responsibility. Askari M and Baumgartner L 5 explored the applicability of critical pedagogy in adult English language teaching, arguing that this teaching method can help students understand language from a social and cultural perspective, enhance their language awareness and critical thinking abilities. Through critical pedagogy, students not only learn language knowledge but also reflect on the cultural values and social inequalities behind language, thereby cultivating their cross-cultural communication skills and critical consciousness. However, the implementation of critical pedagogy requires teachers to possess high theoretical literacy and teaching skills. Teachers need to be able to guide students to engage in in-depth discussions and reflections, helping students develop independent thinking abilities. Additionally, critical pedagogy requires the creation of an open and inclusive teaching environment where students are encouraged to express their own viewpoints and opinions. For example, teachers can use case analysis and group discussions to guide students to think critically about language phenomena. Therefore, how to improve teachers' theoretical literacy and teaching skills, and create a favorable teaching environment, is an important direction for future research.

6 Practice of Cross-Cultural Teaching Method

Practice of cross-cultural teaching method in the context of globalization, which refers to the ability to communicate across cultures has become one of the important goals in English learning. Li Y. conducted research on the teaching method based on performance of another culture and intelligent English teaching using ChatGPT technology, and believed that through performance activities and the assistance of artificial intelligence technology, students' understanding and experience of different cultures can be enhanced, and their cross-cultural communication skills can be improved. During the performance process, students can deeply experience language expressions and behavioral patterns in different cultural backgrounds, thereby better understanding and applying English for cross-cultural communication. In addition, the cross-cultural teaching method also emphasizes teachers' cultural awareness and cross-

cultural teaching ability. Teachers need to possess rich cross-cultural knowledge and cross-cultural communication experience in order to effectively guide students in cross-cultural learning. The implementation of cross-cultural teaching requires abundant teaching resources and diverse teaching methods. For example, teachers can use methods such as cultural comparison and cultural experience activities to help students understand the differences and connections between different cultures. Moreover, teachers can also utilize multimedia resources, such as videos and audio, to provide students with real cross-cultural communication scenarios. Therefore, how to enrich cross-cultural teaching resources and improve teachers' cross-cultural teaching ability is an important direction for future research.

The development of multimodal teaching method, which (Multimodal Pedagogy) is a teaching approach that integrates multiple symbolic resources, including language, images, sounds, movements, and other modalities. Melo DA AM explored the multimodal teaching method in English language teacher education, arguing that this teaching method can enrich the teaching content and teaching methods, and meet the diverse learning needs of students. In multimodal teaching, teachers can create more vivid and realistic learning scenarios for students by combining multiple modalities, enhancing students' learning experience and language application ability. For example, in English reading teaching, teachers can combine visual materials such as pictures and videos to help students better understand the text content; in oral language teaching, teachers can use audio materials for listening training and guide students to conduct oral expression. However, the implementation of the multimodal teaching method also requires teachers to possess interdisciplinary knowledge and teaching abilities, as well as the ability to integrate multiple modalities of resources. Teachers need to be able to flexibly use multiple modalities of resources and design teaching activities that conform to students' cognitive characteristics. Moreover, the multimodal teaching method also requires rich teaching resources and technical support. For example, teachers need to be proficient in using multimedia teaching tools such as projectors and electronic whiteboards to provide diverse learning resources for students. Therefore, how to improve teachers' multimodal teaching ability, enrich multimodal teaching resources, is an important direction for future research.

In addition to the above-mentioned teaching methods, there have been many other research achievements in teaching methods in recent years. For example, Richard B N and Heriyanto H studied the phenomenon of silence in English language teaching, and explored the role of silence in the teaching process and its influence on teaching effectiveness. They believe that silence is not a completely negative phenomenon. Moderate silence can provide students with time for thinking and digestion, which is conducive to improving teaching effectiveness. Effendi T et al. conducted a systematic and comprehensive evidence study on inclusive teaching methods in the teacher training of English as a foreign language, and analyzed the application effect of inclusive teaching methods in the teaching of students with special educational needs. They found that inclusive teaching methods can effectively enhance the learning outcomes of students with special educational needs and promote educational equity. Yan X. conducted an effective analysis of the interlingual teaching method in English learning in China and believed that the interlingual teaching method could promote students' language learning and thinking development. Through cross-language teaching, students can better understand and apply the similarities and differences between their mother tongue and the target language, thereby improving the efficiency of language learning. These studies have enriched the theory and practice of English teaching methods from different perspectives, providing more options and references for English teaching. However, these teaching methods also face some challenges in practical application. For instance, the silent teaching method may require teachers to possess higher classroom management skills to ensure the effective utilization of silent time. Inclusive teaching methods require teachers to possess more knowledge and skills in special education. The interlingual teaching method requires teachers to have the ability of bilingual teaching. Therefore, how to overcome these challenges and give full play to the advantages of various teaching methods is an important direction for future research.

7 Conclusions and Prospects

In summary, the research on English teaching methods from multiple perspectives has achieved remarkable results both in theory and practice. The exploration and application of various teaching methods have provided diverse options for English teaching, and at the same time reflect the continuous renewal of educational concepts and the deepening of teaching practices. However, the research on English teaching methods still faces some challenges, such as the adaptability of teaching methods, the improvement of teachers' qualities, the effective application of information technology, and the satisfaction of individual differences among students. Future research needs to further enhance the integration of theory and practice, pay attention to individual differences and learning needs of students, explore more scientific and effective teaching methods, so as to improve the quality and effectiveness of English teaching and cultivate English learners with cross-cultural communication skills and innovative thinking.

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