The Effectiveness of Teachers' Directives: A Case Study

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Abstract— This paper analyzes the current situation of the effectiveness of teachers' directives in Yuanjiang No.1 Senior High School by means of questionnaires and classroom observations, and makes some suggestions to give effective directives. It is hoped that the research results can provide some teaching insights for teachers. It is found that teachers often use single and direct directives in the classroom, which is not conducive to language input. In the choice of strategies, teachers tend to focus on translation and other strategies like demonstration are used infrequently. In addition, personal factors like teacher's volume and speaking speed also affect students' understanding. The result of the study suggests that teachers should enrich the forms of directives and select directive strategies according to the teaching situation appropriately, so as to promote students' understanding and improve the classroom efficiency.

Keywords— senior high school English classroom, teachers' directive, effectiveness

I. INTRODUCTION

The teacher talk is the language used by teachers in organizing and implementing classroom teaching (Cheng Xiaotang, 2001). It is the main source of students' language input, which means it is the language used by teachers to present classes. The quantity and quality of the teacher talk in class affect or even determine the success or failure of the classroom teaching (Hakansson, 1986). As an important part of the teacher talk, teachers' directives are the way for teachers to impart knowledge, organize the classroom activities and maintain the classroom discipline. In practical teaching, the effectiveness of teachers' directives has an influence upon students' comprehension and their accomplishment of tasks (Su Xia, 2012). Thus, it is absolutely essential to study the effectiveness of teachers' directives.

The effectiveness of teachers' directives directly affects students' understanding and completing classroom activities, thus influencing the teaching effect. Researchers believed that the studies on giving effective directives in English classroom have certain guiding and referential significance for English teaching practice (Wang Jin, 2010). According to Jia Le (2016:3-4), there are few researches on teachers' directives compared with other kinds of the teacher talk such as questions, feedback and so on. Some researchers on effective teaching methods (Kounin, 1970; Rosenshine & Furst, 1973; EVerson, 1985; Brown & Mclntyre, 1992) believed that teachers' directives should be stated clearly, but the researches on how to give clear and appropriate directives are still insufficient (Su Xia, 2012:11). Su Xia (2012) looked at the current situation of teachers' directives. Liu Xiaolin (2008) discussed the functional types and the syntactic structure of teachers' directives. Most researches of the effectiveness of the teacher talk or teachers' directives mainly focus on primary schools (Peng Liang, 2013; Shao Liting, 2017) and junior schools (Li Li, 1011; Lu Yin & Liu Jinmei,2017; Zhou Shengfei, 2017), while the studies on senior high schools are not sufficient.

II.   TEACHERS' DIRECTIVES AND THEIR EFFECTIVENESS

Searle (1969) held the view that directives are speech acts that allow listeners to do something, which is usually used to express commands, suggestions or requests. From the perspective of pragmatic, teachers' directives are a kind of classroom discourse that regulates students' behavior and organizes teaching activities. Ur (1996) pointed out that teachers' directives were used to indicate learning tasks, and at the same time, they limited the methods and steps for students to complete tasks. Scholars in China also had their own understanding of teachers' directives and gave different definitions. Zhu Donghua (2002) believed that teachers' directives were also an important tool for teachers to manage the classroom. Qiao Chengche (2013) further pointed out that teachers guide students to do things through giving directives.

To summarize, the author defines "teachers' directives" as: as the core part of the teacher talk, teachers' directives are what teachers ask or instruct students to do and how to do in the classroom. They are directives for teachers to perform certain functions in foreign language classrooms. Directives in the foreign language classroom have the function of teaching, so teachers' directives are a kind of speech act that teachers ask students to do in the classroom. Teachers' directives can also be used to explain the relevant teaching content and the operation steps of learning tasks.

William and Burden (2004) considered that teachers should state their directives clearly and briefly in class. Good teachers' directives enabled students to clearly understand the requirements or procedures of activities so as to give the expected or relevant oral or non-oral responses in class and participate in classroom activities.

Chinese scholar Yao Mingfa (2009) stated that effective teachers' directives are designed for different classroom context and students to complete classroom communicative activities through various language forms. Zhu Donghua (2002) claimed that simplified directives are effective teachers' directives. He recommended teachers some ways to simplify their directives, such as giving directives with simple sentences and checking students' understanding.

In the author's opinion, effective teachers' directives are not absolute, but relative. Therefore, the feasible way is to find out the characteristics of teachers' directives and the problematic directives that affect teaching effects, so as to grasp what effective directives are. The author defines effective teachers' directives as: effective teachers' directives refer to directives used by English teachers, which are characterized by reasonable control of the amount of directives, the forms of directives, proper use of directives strategies, and avoidance of problematic directives, so that students can clearly understand what they need to do. Effective directives facilitate students' language acquisition and increase the interaction between students and teachers.

III.   RELATED STUDIES HOME AND ABROAD

The teacher talk plays a necessary role in teaching, which takes the responsibilities of communicating with students, imparting knowledge to students, and monitoring the whole teaching process. In foreign language teaching, the teacher talk has a great influence on students' language acquisition.

The study of the teacher talk can be traced back to the 20th century. Ellis (1984) pointed out that the teacher talk referred to what language teachers say to language learners, not to learners in other classes. Based on the definition given by Ellis (2005), most language teachers simplified the language into a language with the characteristics of a foreign language, thus achieving the purpose of communicating with students. Long (2006) pointed out that the teacher talk referred to the teaching language used in the teaching classes to impart knowledge to the students whose first language is also the target language. In addition, Hakanson (1986) argued that the teacher talk was an important factor affecting classroom teaching efficiency. Nunan (1991) held the view that the teacher talk was not only a tool for implementing teaching plans, but also a major source of language input for second language learners or foreign language learners in language classrooms. Teachers' directives are an important part of the teacher talk and students' foreign language learning process. In the 1990s, many western scholars (Parrott, 1993; Ur, 1996; Harmer, 2000) began to pay attention to teachers' directives, and some of them had put forward basic rules on how to give effective directives.

Parrott (1993) believed that directives provided a limited number of opportunities for teachers and students to use the target language to communicate with each other in the language class. Ur (1996) focused on how to give effective directives in EFL classroom because he thought that teachers' explanation of a learning activity played a very important role in teachers' directives. He proposed the following basic guidelines: (1) directives should be prepared in advance; (2) when directives are given, it should be ensured that all students are listening; (3) given directives should be repeated at least once; (4) directives should be as concise as possible; (5) after the directive is given, please give an example; (6) the directive shall be verified after it has been given. Hammer (2000) put forward two basic principles of teachers' directives from the perspective of students' understanding: directives must be as briefly as possible and directives must be logical.

Compared with foreign research on teachers' directives, researches at home in this area started relatively late. The researches on the teacher talk in China started from Zhao Xiaohong (1998). Studies by Zhou Xing, Zhou Yun (2000) and Hu Qingqiu (2007) found that the teacher talk often took up 70% or even 90% of the classroom time in teacher-centered English classroom teaching in China. Guo Linhua (2005) studied directives of English majors in the classroom, analyzed and discussed the structure, usage and quantity of directives. Zeng Qingmin (2004) and Zhou Junping (2006) proposed that only by focusing on improving the quality of language input and creating more opportunities for students to participate in the classroom, can learners' second language acquisition be promoted. Zhu Donghua (2000) pointed out that the teachers' directives must be simple and clear to make them more easier for students, especially the beginners, to understand. He Anping (2003) explored the educational concepts behind the teacher talk and behavior from the perspective of cognitive orientation. Liu Xiaolin (2008) summed up the types of teachers' directives under the theoretical framework of second language acquisition and media theory.

The researches of teachers' directives at home and abroad can provide some guidance and references for teachers. However, these studies mainly focus on classroom teaching in primary or middle school, so the studies on high school are insufficient. Moreover, most of studies focus on the features and usages of directives, but seldom on its effectiveness. Therefore, this study combined with other relevant studies, hoped to give some ideas in this aspect.

IV. A CASE STUDY DONE IN YUANJIANG NO.1 SENIOR HIGH SCHOOL, CHINA

Teachers' directives not only play a significant part in the class with high occurrence but also show teachers' ability to control the class and their teaching skills. However, in teaching practice, there are a lot of problems in teachers' directives, which influencing the learning efficiency. This paper is aimed at analyzing the current situation of the application of teachers' directives in senior high school classes, finding out the existing problems and exploring the ways to improve the effectiveness of teachers' directives. The research questions are as follows:

1. What is the current situation of the use of teachers' directives in Yuanjiang No.1 Senior High school?

2. What are the major problems of English teachers' directives in Yuanjiang No.1 Senior High school?

3. How can English teachers in senior high school improve the effectiveness of their directives?

4.1 Research Participants

Participants in this research are three English teachers and their own students from Grade 3 in the Yuanjiang No.1 Senior High School, who are willing to take part in this research. All the teachers have a solid foundation of English knowledge and teaching skills. To protect teachers' privacy, the authors use T1, T2 and T3 instead of their names. T1 just graduated from university, so her teaching experience is relatively not sufficient. T2 has rich experiences and students react positively in her class. T3 is the head master of his class and he has high prestige among the students. The students in this research belong to three different classes. The number of students in the three classes is as follows: T1:44, T2: 26, T3:30. The textbook used by teachers and students is written and published by People's Education Press.

4.2 Research methodologies

The methodologies used in this paper include the questionnaires and the classroom observations.

The questionnaire survey is designed to investigate

the students' attitudes and expectations towards of the English teachers' directives in senior high school. The subjects of the questionnaires are the students of three classes with the total number of 100.

The classroom observations recorded the teaching process, which aims to collect intuitively the data from a bystander's view. The author will try to analyse the gathered data based on the research questions.

4.3 Data Collection

The data collection includes the questionnaires and the classroom observations.

For the data collection of the questionnaires, the purpose of the questionnaires is to collect the students' feedback and expectations on the teacher's directives from the perspective of the students, which makes the data for the entire study more comprehensive and objective. The total number of the questionnaires delivered to the students in the three classes is 100, and the number of valid questionnaires are 93. The questions in the questionnaire consist of 4 parts: students' feedback and expectations on the importance, amount, form and strategy of teachers' directives, and students' understanding of the current teachers' directives and the reasons that hinder their understanding.

For the data collection of classroom observation, the

author transcribed all the class recordings into materials in order to analyze the current situation of the effectiveness of teachers' directives, find the problems and make some suggestions on giving effective directives. The author recorded the lessons after asking for teachers' permission and took observation and recordings at the back of the classroom. Six lessons are recorded separately. Each teacher has two lessons, 45 minutes each. In order to ensure the objectivity of recordings, the author did not have communication with teachers or students throughout the recording. Besides this, the data of the questionnaires and the classroom observations were processed by quantitative and qualitative analysis.

V.   DATA ANALYSES AND FINDINGS

5.1 Classroom Observation Data Analysis

(1) The amount of teachers' directives

When counting the amount of directives, the author counted the data of six lessons, each teacher has two lessons, each lesson lasts 45 minutes. The author divided directives into direct directives and indirect directives, and then counted their amount separately and their proportion to the total number of directives respectively. The results are presented in the following table 5-1.

Table 5-1 The amount of direct and indirect directives

	T1	T2	T3	Total	Percentage
Direct directives	138	115	122	375	70.2%
Indirect directives	46	62	51	159	29.8%
Total number	184	177	173	534	100%

As the data shown in table 5-1, 534 directives were given by three English teachers in six English lessons, of which 375 were direct directives and 159 were indirect directives. Indirect directives accounted for 29.8% and direct directives accounted for 70.2%. From the table 4-1 we can clearly see that the application of direct directives was almost 2.5 times that of indirect directives, which meant teachers preferred to use direct directives to give orders and organize activities. However, teachers didn't attach great importance to the indirect directives and were more teacher-centered, which was also affected by Chinese educational characteristics. Because of lacking teaching experiences and not familiar with the students, T1 used

most direct directives to organize the class among three teachers.

The direct directives are short, clear and easy to be accepted by students, by this way the teaching time also can be saved. However, if students do not pay attention to the class or are not familiar with the form of directives, they may be confused about that. Compared with direct directives, indirect directives are more euphemistic, which can fully consider the students' feelings and reduce their tension and anxiety. By using indirect directives, the classroom atmosphere will become more harmonious at the same time.

(2) The forms of teachers' directives

According to the speech act theory, the author classified directives into three types: command, request and suggestion. The author counted the number of each types in six lessons, each teacher has two lessons, each lesson lasts 45 minutes. The results are shown in table 5-2:

Table 5-2 The distribution of forms of teacher's directives

	T1		T2		T3	
	number	rate	number	rate	number	rate
command	96	52	84	47	101	58
request	52	28	47	27	49	28
suggestion	36	20	46	26	23	13

According to table 5-2, it was clear that commands accounted for the highest proportion, while suggestions accounted for the lowest. In the traditional classroom, teachers used commands most frequently. Commands are mainly imperative sentences that must be obeyed by the students. Commands can not fully take care of students' feelings and lack politeness. Suggestions are more euphemistic and respect the students. Suggestions can ease the tone, but they are often ignored by teachers. The high occurrence of commands reflected that students must follow teachers' steps entirely without chances to express themselves. To a certain extent, the data not only showed teachers' control of the classroom, but also reflects the teachers' higher status than the students in the class.

(3) The strategies of teachers' directives

Most of the time, teachers preferred to use different strategies to assist students to understand their directives, especially complex directives. Appropriate strategies can make teachers' directives more accurate and straightforward. The author divided the strategies into five types: repetition or emphasis on keywords, translation into Chinese, paraphrase, demonstration, and the understanding check. The author analyzed the frequency of these strategies in a 45 minutes lesson given by the three teachers respectively. The results are shown in the table 5-3:

Table 5-3 The use frequency of directives strategies

	T1	T2	T3	Total
Directives followed by repetition or emphasis on keywords	5	7	8	20
Directives followed by translation in Chinese	9	6	7	22
Directives followed by paraphrase	4	7	4	15
Directives followed by demonstration	5	3	3	11
Directives followed by understanding check	7	6	7	20

In the table, translation in Chinese took the highest frequency with 22 times. The second place was both repetition or emphasis on keywords and understanding check with 20 times, and the third place was paraphrase with 15 times. The demonstration took the last place which only occurred 11 times.

According to the data, it is clear that teachers preferred to translate the directives into Chinese most so that students could understand the meanings of directives accurately and quickly. It was suitable for the lower level students to catch up with the teacher more easily and participate in the class. However, it reduced the chances for students to think by themselves. T1 is a new teacher and she is still in the period of adaption. She might be afraid that students cannot understand her directives, so she translated the directives into Chinese most frequently, and she also used the understanding check. As for demonstration, teachers only used it when multiple directives are given at the same time or directives are complex. Maybe most teachers thought demonstration takes a lot of time. T2 had rich teaching experience so that he preferred to explain the meaning of directives in English, which not only increased the chances of language input, but also enriched the forms of directives. What's more, sometimes teachers used not only a single strategy, but combined multiple strategies to express directives

clearly when necessary.

5.2 Questionnaire data analysis

This research got ideas of students' feedback and expectations on teachers' directives by the questionnaire survey. A total of 100 questionnaires were distributed in Yuanjiang No.1 Senior High School and 93 of them were valid. The results are shown in the table below:

Table 5-4 Questionnaires results

No.	Questions	A		B		C		D	
1	Do the teachers' directives help you?	Very	30.1%	Helpful	53.8%	Not very	12.9%	Not at all	3.2%
2	What is the current amount of directives?	Too much	2.2%	Much	23.7%	Proper	67.7%	Little	6.4%
3	What amount of directives do you want your teacher to use?	A large number	4.3%	Much	19.3%	Proper	80.0%	Little	5.4%
4	What are the forms of directives used by teachers at present?	Multiple	20.4%	Rich	57.0%	Little	10.8%	Single	11.8%
5	What forms of directives do you want your teacher to use?	Multiple	37.6%	Rich	55.9%	Little	5.4%	Single	1.1%
6	How much directives can you understand?	All	11.8%	Most	33.3%	A bit	49.5%	Not at all	5.4%

(1) Students' views on teachers' directives

Q1: Do you think teachers' directives in class are helpful to your English learning?

A. Very helpful B. Helpful C. Not very helpful D. Not at all.

As shown in table 5-4, most students thought that teachers' directives were helpful to their English learning, accounting for 53.8%. 30.1% of the students thought that directives were very helpful to their English learning. Only 16.1% of the students thought that directives were not helpful to English learning. This showed that teachers' directives in class had the function of cultivating students' language skills and abilities, and encouraging students to think more about English practice.

(2) Students' feedback on the amount of teachers' directives

Q2: What do you think of the current amount of teachers' directives?

A. Too much. B. Much. C. Not much. D. Little.

At present, teachers' directives in classroom depended on teacher talk largely. Students thought the current amount was appropriate, accounting for 67.7%. Despite this, 6.4% of the students thought that the amount of teachers' directives was not enough.

Q3: What amount of directives do you want your teacher to use?

A. A large number. B. Much. C. Proper. D. little.

In dealing with the expectation of the amount of teachers' directives, four fifths of the students thought that the amount of teachers' directives was appropriate. 23.6% of the students hoped that there would be a large number of teachers' directives in the English classroom. 5.4% of the students thought that the amount of teachers' directives should be reduced. In English teaching practice, complex directives were not popular among students. At the same time, it was difficult for students to grasp all the information sent by teachers in time by issuing multiple directives. Therefore, the amount of directives should be simplified and enough time should be allowed for students to think and explore.

(3) Student's expectation to the forms of teachers' directives.

Q4: What are the forms of directives used by teachers at present?

A. Multiple   B. Rich   C. Little   D. Single

Students thought the forms of directives were rich with a percentage of 57.0%, while still 11.8% of the students considered the expression forms of teachers' directives were single. This indicated that it was necessary for teachers to enrich the expression forms of directives as much as possible. Teachers should not always repeat the directives, otherwise the students will feel bored. When there were obstacles in teacher-student communication, teachers should pay attention to the output of directives amount, and the directives forms should be enriched. But teachers should not use too much new words or sentences to give directives, which will make students feel confused. What's more, teachers could add different forms of directives appropriately to induce students to speak and keep students interested in teaching tasks.

Q5: What forms of directives do you want your teacher to use?

A. Multiple   B. Rich   C. Little   D. Single

In dealing with the expectation of the forms of teachers' directives, half of the students thought the forms of teacher s' directives were rich with a percentage of 55.9%, while there are still 6.5% of the students desired English teachers to use more abundant directives in class.

(4) Students' understanding of directives

Q6: How many teachers' directives can you understand in English class?

A. All.   B. Almost.   C. A bit.   D. Not at all.

Table 4-4 showed that 11.8% of the students fully understood the directives of the teachers, 33.3% of the students thought that most of the directives of the teachers can be mastered by them in the classroom, and 5.4% of the students did not understand the directives. In addition, 49.5% of the students could understand a little. In the language classroom, the teacher talk was the main source of language input. If students did not understand teachers' directives, it was difficult to carry out teaching activities. Therefore, English teachers should consider students as much as possible in the preparatory stage. At the same time, teachers should consider how to issue more effective directives to improve students' classroom participation.

5.3 Major Problems Found of the Effectiveness of

Teachers' Directives

In the feedback of the questionnaires and the classroom observations, the author found that the effectiveness of directives was mainly affected by the following points:

(1) The amount of teachers' directives

Based on the questionnaires and classroom observation, it was clear that students' demands for the amount of teachers' directives was higher than the real amount of directives given by teachers, which meant there was a gap between reality and students' expectations.

(2) Personal factors

Whether the teacher's volume or speed was appropriate would affect students' understanding of teachers' directives, and some students couldn't hear directives clearly or couldn't keep up with it, thus influenced the next teaching activity. Because all the students in the survey were high school students, the class size was large, and the teacher's volume was low compared with the students' number and the students behind the classroom could not hear him clearly. At the same time, in some cases, in order to complete the teaching task in a certain time, the teacher had to speed up the speaking speed. If the teacher ignored the students' level and gave directives at a fast speed, this would make it more difficult for students' comprehension on directives. When students felt hard to understand the directives, they would lose patience and confidence. In addition, in classroom observation, the author found that T1 would give multiple directives at the same time, which made the students confused and difficult to distinguish the primary and the secondary.

(3) The deviation between teachers' directives and students' levels

Some teachers did not give sufficient consideration to the students' current level so that it was difficult to choose the appropriate words and sentences to give directives according to the students' level. When the teacher overestimated the students' level, the result was that the given directives would be too complex for the students to understand or students could not understand in a short period of time; When the teacher underestimated the students' level, directives would be explained superfluously and time would be wasted. More importantly,

both of these situations affected the quality of language input and students' interest in learning, and were not conducive to the continuity of classroom activities.

(4) The forms of teachers' directives

The application of commands was far more than the application of requests and suggestions. In English class, teachers still liked to adopt commands to give out the teaching orders. In the meanwhile, long term use of direct teachers' directives was easy to form a fixed solidification, which was not conducive to language input. Teachers should enrich the forms of directives and balance the amount of direct teachers' directive and indirect teachers' directive. At the same time, the frequent use of imperative teachers' directive was not beneficial to the interaction between teachers and students. Teachers paid less attention to the interrogative directives, which reduced the chances of interaction between teachers and students and the effectiveness of teachers' directive intangibly.

(5) The strategies of teachers' directives

In some cases, improper strategies chosen by teachers after giving directives would also affect the effectiveness of teachers' directives. Though the questionnaire data and classroom observations, it was found that some teachers also habitually translated directives into Chinese, even if they were simple. And when directives were too complicated, they also translated the directives into Chinese to help students to understand them rather than considered using other more effective strategies. More often, the frequent use of Chinese in English classrooms destroyed the language environment, reduced students' chances of being exposed to English, and contributed to their dependence on Chinese. Therefore, teachers should adjust according to the actual situation and use strategies reasonably.

VI.   SUGGESTIONS AND CONCLUSION

Firstly, before class, the teacher must realize that teacher's directives are also an important part of the language input, and effective directives can make students feel the communicative and interesting nature of language. Therefore, teachers must carefully design directives to organize the classroom, flexibly use directives to stimulate students' enthusiasm for learning and stimulate students' desire to participate in classroom activities.

Secondly, when giving directives in English, the teacher should slow down the speed properly, especially when describing the details of the task operation in detail. If the teacher speaks too fast, it will be difficult for students to understand his requirements. The slow down of the teacher's speech will help to open up the students' thoughts, thus, by emphasizing the key words, attracting the students' attention and helping the students to grasp the main points. Besides, the author believed that a teacher with a low voice could stand in the middle of the classroom instead of standing beside the blackboard or in front of the classroom to take care of the students behind him. The teachers who spoke fast might consider using brief directives or setting aside a certain reaction time for the students. In addition, teachers could use more logical conjunctions when they had to issue multiple directives in a short period of time to help students get orders faster.

Thirdly, as far as teachers' directives are concerned, when describing things to students in English, teachers had better use basic or common words instead of complex words or professional words as much as possible, and try to avoid students' misinterpretation of the teacher's meaning due to ambiguous references and fail to complete teaching activities. For the students, the longer the sentences are, the greater the difficulty of understanding will be. Teachers should shorten the length of sentences properly, or divide complex sentences into simple sentences, which will help students to understand the requirements of teachers more easily.

Fourthly, English teachers can use more interrogative directives to stimulate students 'thinking, or check whether students can keep up with the rhythm of teachers. Appropriate amount of interrogative directives can also increase the interaction between teachers and students, enrich the directives forms and activate the classroom atmosphere.

At last, after class, teachers should reflect and summarize effective directives used in class to find out and reflect on the shortcomings in the process of directives and continuously improve their directives.

This research analyzed the effectiveness of English teachers' directives in Yuanjiang No.1 Senior High School from the following aspects: the amount of teachers' directives, the forms of teachers' directives, the strategies

of teachers' directives and students' feedback and expectations, pointed out some major problems affecting the effectiveness of teachers' directive and made some suggestions. Here are the main findings:

According to students' expectations, the amount of teachers' directives given by the teachers in the class was not enough. And based on classroom observations, it seemed that teachers were more accustomed to use the direct directives, but ignored the indirect directives. At the same time, commands were used more frequently in English classes than requires and suggestions. Generally speaking, the teaching mode was more inclined to the teacher centered and the classroom atmosphere was not active enough. What's more, it was also a common problem that the directive forms were single, some teachers often repeated their preferred directives, or even as a mantra, and this would affect the effectiveness of teachers' directives. In the choice of teachers' directives strategies, most teachers tended to translate the meaning of the directives into Chinese, repeat it or check whether students could understand it. For other strategies, for example, paraphrase and demonstration, the frequency used was relatively low. For such a long time, students might feel burnout, teaching would become a fixed model, which was not conducive to efficient learning.

Whether English classroom teaching can achieve the teaching objectives depends to a great extent on the degree of cooperation between teachers and students. Therefore, teachers should give directives according to the students' level and language ability, and try to use concise, clear, accurate and vivid words to guide students, so as to achieve the expected teaching goal.

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