

An Attempt at the New Teaching Method of Primary English

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Abstract

“Once the teaching method touches the emotional, will, psychological needs of the students, the teaching becomes highly effective,” Zankov said. There is a method in teaching and no definite method in learning. “Interest is the best teacher.” The ancients said, “Choose a job you love, and you will never work a day in your life.” Interest in learning is the key to learning a language well, especially when people are new to the language. Therefore, how to stimulate students’ interest in learning has become an important factor in the success or failure of English teaching. According to the characteristics of primary school students’ curiosity, activeness, good imitation, love to talk, love to sing, and love to perform, several teaching methods are summarized in the experiment process.

Keywords

Teaching Method; Interest; English Quality.

1. Introduction

With the continuous development of society and economic globalization, English, as one of the most important information carriers, has become increasingly important [1]. The wind of the country’s new round of basic education curriculum reform has spread throughout the country’s primary and secondary schools. It is necessary to keep up with the new trend in education and infiltrate the concept of “English Curriculum Standards” into English teaching to further improve the quality of teaching. As a result, in English teaching, teachers should try some new teaching methods.

2. The Emphasis on Changes in English Teaching Methods and the Stimulation of Students’ Inner Enthusiasm

(1) Variety of teaching methods

Firstly, primary school students should be paid attention to methods of teaching [2]. During the lecture, teachers can delete and supplement the teaching materials appropriately and advance or postpone some content. For example, when students first come into contact with English, teachers should not rush students to learn words and sentences. Teachers can put some interesting activities in advance to stimulate students’ interest in learning English.

Secondly, various methods are commonly used in teaching, such as the “performance method”, “competition method”, and the “game method”.

① Students can be “little teachers”. “Imitate show” can also be carried out. In this module, teachers can encourage students to imitate boldly and say sentences with expressions. “I am hungry.” (student pretends to be hungry); “I am thirsty.” (student pretends to be thirsty). In addition, teachers can encourage students to go to the podium to be “little teachers” and read sentences. Students imitate the teacher’s usual expressions and actions in class, and they are encouraged to learn to use classroom language.

② Body language is brought into the classroom. When teaching words or sentences, teachers can lead students to perform actions, even exaggerated actions or reading intonation. For example, “big” can be expressed as opening hands and drawing a large circle. “Strong” can be expressed as showing the arm and puffing out the muscles.

③ Performance method. Students use the first five minutes of each lesson to reinforce the sentences they have learned. The groups act out the dialogue. They can be bold, even if they say it wrong.

④ Nursery rhyme rap. According to the students’ naturally lively and active character, use English songs to organize classroom teaching. For students, they love acting, so the teachers make up simple actions for each children’s song. For example, the special barking of puppies and the characteristic that pandas love to eat bamboo. Although some of the movements are simple, the students are interested in participating.

(2) Different teaching approaches

The main task of English courses in basic education is to stimulate and cultivate students’ interest in learning English. Therefore, in English teaching, teaching approaches are crucial [3]. The thinking of primary school students has obvious intuitiveness and visualization. The application of physical objects, pictures, simple strokes, slides, and other intuitive teaching approaches can arouse students’ strong interest in English learning.

First, teaching should be close to student life. For example, the teacher asks students to prepare physical objects in advance to avoid mechanical and boring teaching in the review class. There are apples, pears, bananas, and some stationery. The teacher demonstrates the slides first and asks the students to read the words one by one. Then the teacher asks the students to hold up the said object with the sentence pattern of “show me___.” Finally, a game of listening to music and passing on objects is played. When the music stops, whoever holds the real object will name the object. In this way, students are full of interest, greatly improving the learning effect.

Second, dynamic and static are combined to improve efficiency. The atmosphere of the English classroom should not be dull, but students should be required to be both active and quiet. Quietness means that before the teacher starts to give a lecture, students can immediately calm down and concentrate on listening to the content. “Action” means that when students answer questions, their voices should be loud, and discussions should be active.

3. The Cultivation of Students’ Listening and Speaking Ability and Good English Quality

(1) Cumulative teaching

It takes more than one cold day for the river to freeze three feet deep. For primary school students who are just beginning to contact English, sentences can be shortened into words. Students understand “words” and use words to expand into sentences. For example, car-this is my car. Let’s—Let’s go. The training in listening and speaking English is carried out step by step, which is in line with the students’ cognitive laws. The snowball rolled bigger and bigger unconsciously.

(2) Action and performance teaching

Students’ English thinking space is limited. This requires teachers to be expressive and action-oriented in teaching. For example, the teaching of the word “listen”. The teacher puts the hand half-clawed fist behind the ear and listens at the same time. After several repetitions, as long as the half-clenched fist is placed behind the ear, the students will understand. Similarly, if the teacher spreads his hands evenly and lifts them upwards, the students know that it means reading in unison. This method saves teaching time, increases the practice density of students’

listening and speaking English, and achieves the teaching effect of getting twice the result with half the effort.

(3) Life and English-based teaching

Chinese students learning English lack the English language environment. This requires teachers to organize and teach in English as much as possible to provide students with a good English language learning atmosphere. From the beginning of students' exposure to English, English classroom terms are used [4].

(4) Language environment teaching

For students, creating an extracurricular English environment cannot be ignored. Whether teachers meet classmates on campus or at the stairs, they will always say hello with the simplest words. "Hello, how are you?" After some time, when students meet their teachers outside of class, they will scramble to greet them in English. Students develop the habit of communicating in English and improve their listening and speaking skills. Interest, knowledge, and ability are what modern primary school students need most and what English teachers pursue. Changes in teaching methods shorten the distance between the classroom and life. Students learn English easily and happily in similar life situations. Their overall English quality is also enhanced. Only by constantly stimulating students' interest in learning and guiding them to participate in active, effective, and colorful classroom activities can students "move" and make the classroom "live". Students acquire knowledge to the maximum extent and easily improve their English quality [5]. The task of primary school English teachers is arduous. They need to constantly encourage themselves and their students.

References

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