

TEACHING ENGLISH GRAMMAR BASED ON CONTEXT ANALYSIS TO
ELEMENTARY SCHOOL STUDENTS IN CHINA

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ABSTRACT

Teaching English Grammar based on Context Analysis to Elementary School Students in China

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Under the Supervision of Enrique Reynoso , Doctor Degree

In recent years, with English teaching reform carried out in elementary schools, many teachers and researchers have studied different kinds of grammar teaching methods, which promote the development of English grammar teaching. Most of them agree that this issue is well worth the attention of those concerned. This paper analyzes the problems of English grammar teaching and learning now existing in Chinese elementary classroom and introduces the context analysis to grammar teaching. Next the findings of 'context analysis' influence on the EFL learners' grammar learning are reported. Then this paper summarizes the ways to apply context analysis to grammar teaching in elementary schools in China. The findings of the study provide suggestions for English grammar teaching in elementary schools in China.

Key words: Elementary school, Context analysis, English grammar teaching

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Chapter I Introduction

As is well known, the best way to learn a language is to process of mother tongue acquisition. However, native language learners can always immerse themselves in the environment of their mother tongue, surrounded by a large amount of information input from their mother tongue. Yet, they still need one or two years of silence period to master some basic daily communication terms. However, Chinese elementary school students lack a pure English environment when they learn English. They only have three English classes every week during the semester and only 45 minutes for each class. After class, they have little chance to communicate in English. Based on this background, while emphasizing the cultivation of communicative competence, elementary English teachers cannot ignore the importance to teach basic English grammar knowledge. Grammar should be regarded as a crutch in climbing mountains, which can play a supporting role in students' English learning.

Just as English linguists Wilkins (1987) pointed out: “Without grammar very little can be conveyed” (p.135). Through long-term teaching practice, in 2011, China's ministry of education promulgated the "full-time compulsory education English curriculum standard (ministry of education of the People's Republic of China in 2011 (2011). The basic requirements for students after elementary school graduation are to reach the secondary degree, namely, understanding the meaning and usage of the following grammar items in concrete contexts: the plural forms of nouns and their possessive forms; personal pronouns and descriptive possessive pronouns, present simple tense, present continuous tense, past simple tense and future simple tense; prepositions used to indicate time, place, or position; The basic structures of simple sentences. At

the same time, the students should be able to perceive the ideographic function of the above grammatical items in practical application.

Since the implementation of this standard, teachers engaged in elementary school English teaching and related researchers have a clearer understanding of the importance of elementary school English grammar teaching, and begin to pay more attention to elementary school English grammar teaching in practice. As the main body of the implementation of the new curriculum standard, teachers must implement it in classroom teaching. elementary school English teachers must understand the current situation of elementary school English grammar teaching and the existing problems, and to understand why the context analysis method can help students learn grammar in a specific context, understanding what impact the context analysis method have on elementary school English grammar learning, and know how to effectively implement context analysis method in the elementary school English grammar teaching. These problems will become the focus of this study.

Statement of the Problem

The problems to be addressed are “What problems currently exist in English grammar teaching in elementary schools in China? Why should English grammar be taught based on context analysis in elementary schools in China? How does context analysis influence Chinese elementary school students' English grammar learning? How should context analysis be applied to elementary English grammar teaching in China? ”.

Definition of Terms

The definition of grammar teaching: Huang Yuanzhen (2003) pointed out: "grammar teaching is a teaching activity based on teaching grammar to cultivate the general rules of the internal structure of students' language activities. It is the basis of students' language practice activities such as listening, speaking, reading and writing. Grammar is an indispensable part of all students' English learning.

The definition of context analysis: According to Chen Yi(1994), narrowly speaking, the so-called context (linguistic context) analysis, means analysis of the most direct and real influence on the semantics of language environment, which are the words that come just before and after a word or sentence and that help one understand its meaning; While broadly speaking, it means analysis of the influence on the semantics of language environment as large as the nature and characteristics of an era and society and as small as the personal situations of both sides of communication such as cultural upbringing, knowledge level, life experience, language style and customs. Context is specific, so it has the function of eliminating the polysemy of natural language to determine the meaning. Context analysis is an important method to solve natural language logic problems.

Purpose of the Study

The purpose of the study is to find out the current problems that exist in English grammar teaching and learning in Chinese elementary schools, based on which, the research will go on to discuss why the context analysis method will be introduced to improve English grammar teaching and learning in elementary schools in China, and how the context analysis method influences English grammar teaching in China and how to effectively apply it to English

grammar teaching in Chinese elementary schools. These findings can help elementary school English teachers improve English grammar teaching in China.

Significance of the Study

Understanding these questions above can not only make teachers carry out the context analysis method effectively and make full use of this method to teach elementary school learners grammar in China, but also make them learn English grammar more easily and more effectively by helping them understand English grammar more deeply and use it more naturally and correctly.

Delimitation of the Study

This paper aims to study Chinese elementary English grammar learning and teaching based on context analysis. This study may not be generalizable to other groups, for example, the other elementary schools in other countries.

Methodology

I choose to write a library research seminar paper. Here is my library research plan:

- Borrow the relevant books or find the relevant literature on the Internet, using e-library in UW-Platteville, JSTOR, and so on.
- Find the relevant papers or books about context analysis and English grammar teaching. The papers' abstract should be associated with the research direction.
- Review the references carefully. Make sure that 80% of the references are recently published, or the value of the literature will be greatly affected.

- Pay attention to the introduction, research ideas and research procedures in the research process.
- Use both extensive and intensive reading methods. Extract valuable relevant content from relevant books or papers.
- After reading a literature, summarize the main ideas. The review can be conducted from the following aspects :1. Understand the theme and purpose. 2. Summarize research methods and results. 3. Discovery of the innovative part of the literature. Analyze what can be improved. Figure out what inspires me. 7. Put forward new ideas by reading references.

Chapter II Review of Literature

Grammar is an important part of language teaching and learning. The teaching of English word method cannot be carried out in isolation, but must be carried out in specific context. Because "no context, no language", knowledge of grammar without context has no foundation. The application of context analysis in English teaching can help students better understand the meaning and usage of grammar knowledge and rules, improve their ability to learn English in situational environment, and cultivate their ability to correctly understand and use English language. It is necessary for teachers to use contextual analysis in English grammar teaching. This seminar paper will discuss English grammar teaching methods based on context analysis by answering the following questions:

1. What problems currently exist in English grammar teaching in elementary schools in China?
2. Why should English grammar be taught based on context analysis in elementary schools in China?
3. How does context analysis influence Chinese elementary school students' English grammar learning?
4. How should context analysis be applied to elementary English grammar teaching in China?

Understanding these questions above can make teachers recognize the existence of the problems, understand the necessity of application of context analysis approach and know how to

carry out context analysis approach. And it also helps elementary students learn English grammar in an easier and more effective way.

What problems currently exist in English grammar teaching in elementary schools in China?

Ma (2019) points out that English can be seen everywhere in our daily life. Students should start learning English in primary school and lay a good foundation for English. However, there are many problems in primary school English teaching, especially in grammar teaching, such as the phenomenon that students can spell out, read the words or understand audio English but can't use them. Therefore, English teachers should clarify the importance of English grammar, and combine speaking, practicing and using to thoroughly solve the problems of primary school students in learning English grammar.

Schmidt (1990, 1993) suggests that it is an essential step to pay attention to the forms of language consciously in the process of language learning. In fact, he thinks noticing affects every aspects of language learning such as the long-term development of interlanguage, the changes of the interlanguage in a certain stage, fluency of the foreign language, individual differences that influence language learning (motivation, interests, learning strategy).

Wan (2016) believes that primary school is a time to lay a foundation, and primary school English grammar teaching should be tied great importance to the consolidation of students' foundation. In primary school English classroom teaching, the most common problem is the neglect of grammar. The current reduction of students' burden is not a blind reduction of

knowledge teaching. In addition, among other phenomena, some teachers' explanation of grammar is too difficult to understand as they are eager to get quick results.

Li (2017) found three problems in grammar teaching in primary schools: 1. There is a gap between the expectation and result of grammar teaching. In primary school English teaching, teachers help students understand grammar rules through various teaching methods. No matter it is the recessive infiltration in the new course, or the explicit explanation in the analysis of homework and exercises, the expected results cannot be fully achieved. For some students, they cannot acquire accurate, profound and long-term memory of some grammar points. 2. The trouble of infiltration and infusion grammar teaching. Some teachers often cannot help talking about grammar and rules in teaching, hoping to prevent students making mistakes in expression, especially in writing exercises, so as to improve students' academic performance. This examination-oriented teaching method has always troubled teachers. 3. There are different standards for dealing with students' expression errors. Some teachers pay attention to written mistakes while oral mistakes are treated lightly; To improve the enthusiasm of students to express, Some teachers give up correction of errors whether in written or oral expression to encourage the students; Some teachers are very strict, no matter what form of expressions, they must be perfect in grammar, there is no fault to be passed. Some teachers judge only by their experience, which is lack of science and evidence.

Xia (2013) found that there are some problems in the teaching of English grammar in primary schools, such as avoiding grammar teaching, filling the classroom teaching with grammar or swallowing grammar rules without understanding. Hossein & Fotos (2004) indicate

that it is partially to stress on communication and ignore explaining grammar knowledge in foreign language class.

Zhou (2016), through previous primary school English teaching practice and questionnaire survey on the current situation of primary school English grammar learning, found two main problems in primary school English grammar teaching: one is that some students cannot use the grammar structure accurately, meaningfully and appropriately in their daily life. In class, the teacher has explained the grammar rules one by one, and the students seem to understand them. They have also done the related exercises. However, there are still many pragmatic mistakes in speaking and writing after class. The phenomenon of what has learned in class cannot be used after class, has been called "inert knowledge" by Whitehead, the British philosopher of the last century. Second, students generally find grammar and grammar teaching boring.

It can be seen that the implementation of the new curriculum reform has made clear the necessity and importance of English grammar learning in the elementary school classroom, but there are still some grammar teaching and learning problems for reflections. And the English teacher should take these problems into consideration when teaching English grammar.

Why should English grammar be taught based on context analysis in elementary schools in China?

Grammar teaching is an indispensable part of English teaching, and its teaching effect directly affects students' acquisition of language knowledge. Li (1990) clearly pointed out that the so-called grammar teaching is by no means to teach students dozens or more grammar rules.

What is important is that students must be able to skillfully master and apply grammar rules in specific context and practical activities and can easily read and understand the required information and express the relevant information by mouth or pen.

Zhou B. (2016) pointed out that with the in-depth development of economic globalization, the communication between China and the rest of the world has become closer, and English, as a tool for communication with other countries, has become extremely important. As one of the three elements of English language (pronunciation, grammar and vocabulary), English grammar is the summary of the internal structure of language and the basis of language communication, which determines the accuracy of language communication. If a student does not master the rules of English grammar, but only learns the most basic vocabulary and conversation, then it is impossible for him to have the ability to use English accurately and flexibly. Therefore, the importance of grammar is obvious. At the same time, grammar is reflected by context, so grammar teaching should be carried out on the basis of context analysis.

Yang (2018) states that linguistic context is an important basis for learning and studying a language and an important way for students to deepen their understanding of vocabulary and articles. When learning English, linguistic context needs to be analyzed to determine the true meaning of vocabulary. Therefore, it is particularly important to pay attention to the analysis of English context function in the study of English language.

Zhou (2016) pointed out that grammar refers to the rules of word formation and word arrangement, which is the basis of English learning. Authentic English expression is inseparable from grammar teaching. Even though the current primary school English teaching emphasizes the interest-oriented teaching mode of listening and speaking, it is always inseparable from

English grammar teaching, and this kind of grammar teaching cannot be separated from the specific context analysis, otherwise students cannot understand the grammar knowledge well.

Wang (2017) argues that grammar knowledge is the language foundation of communicative competence and the support system of language learning. Context is a whole concept with internal logic and coherence of language and thought. Context can provide a large number of comprehensible inputs and contextual clues, rich in topic meaning and grammatical structure, and it is a comprehensible output form to test the grammatical knowledge system and express the topic meaning. Therefore, in the English grammar teaching, teachers should give students the grammar in the context of the overall rendering. And grammar teaching should be carried out on the context and topic levels, so as to guide the students to discover, experience, explore, practice and use the target grammar through the topic and contexts. In this way, the three grammar objectives, namely, form, meaning and pragmatic can be effectively integrated in the logical coherence of topics and contexts.

It can be seen that English grammar is closely related to context. The meaning of grammar is embodied in context which provides comprehensible input information for understanding grammar rules. Primary school is the basic stage of English learning. Consolidating grammar knowledge is very important for primary school students to learn English. Therefore, in the process of grammar teaching in primary school, it is necessary to combine context analysis method, so that students can easily understand and learn grammar knowledge, and effectively remember grammar rules, so that they can correctly use English language knowledge in a more natural situation.

How does context analysis influence Chinese elementary school students' English grammar learning?

Yang (2018), starting from the meaning of context in English linguistics, deeply explored the role and category of contexts, and emphatically analyzed the functions of context in judging polysemy, understanding discourse, understanding English culture and improving oral ability. Finally, he analyzed the application value and practical significance of context in language research. In his opinion, the time, place, occasion and objectives of language use, as well as the identity, occupation, consciousness, accomplishment, situation, mood and other factors of the language users constitute the specific contexts of language use. In the process of communication, the factors of speech context are always interlaced to affect the use of language.

Zhuang (2013) points out that discourse situation is to guide students to focus on how the language form is determined by the choice of grammatical context, to help them understand deeper meaning expressed by the grammar, to make them feel, identify and extract the right grammar project, clearly understand when and why to use of different grammatical items, to learn the proper natural using the target language context grammatical items, and accurately express meaning.

Jin and Ni (2003) believe that grammar teaching plays an important role in second language teaching. Only by combining grammar rules with communicative competence can learners' initiative and creativity be brought into play, and context setting is one of the effective means to cultivate students' communicative competence.

Xue (2014) pointed out that English curriculum standards for compulsory education (2011 edition) requires students to understand the meaning and usage of grammatical items in specific

context, and understand the ideographic function of grammatical items in practical application. Thus, when learning grammar, teachers should not only pay attention to the form and basic meaning of grammar, but also pay special attention to how to create meaningful context, so that students can learn form, meaning and function of grammar in a unified way, achieve the purpose of effective communication, and complete the task of communication.

Qian (2007) finds that there is the phenomenon of ignoring contexts in current English grammar teaching, so, in combination with a grammar teaching practice, he discusses how to make students comprehend the meanings of related grammar items in the contexts. He argues that English teachers should teach the language forms and the specific usage rules of grammar items on the basis of fully understanding the meanings, and through a series of language practice activity improve the quality of English grammar learning, so as to make grammatical rules change from the level of knowledge to the internalized habit of the students' voluntarily and freely using the language.

It can be seen that context analysis is very important for grammar teaching in primary schools, because without context, the meaning and usage of grammar items are difficult to understand and be used correctly. Teaching grammar in a specific context helps students understand the context in which a grammar item is used. In particular, primary school students are not good at abstract comprehension, and the specific context is particularly important for them to understand the abstract grammatical meaning and usage.

How should context analysis be applied to elementary English grammar teaching in China?

Wang Yuhong (2017) pointed out that in the topic and context levels of grammar teaching, teachers should create the multiple discourse context and regularly presents the target grammar,

which allows the students to consciously and purposefully perceive and understand the target grammar pragmatic situation. In this way, the combination of the syntactic form, grammar meaning and pragmatic can be achieved. In this case, the topic is the main line of classroom activities. Textual context is the language carrier of classroom activities, that is, context. Grammar is the purpose of classroom activities. In the whole class activity, the topic line is the clue of grammar learning, the discourse context is the bridge of grammar learning, and the grammar line serves for the topic communication. Grammar teaching starts from text input. In the relatively real topic discourse context, the students can try to use target grammar to communicate and interact, thus perceive, understand, conclude, consolidate and use the target syntax. Therefore, the topic discourse context is the effective situation of grammar learning while grammar application becomes a powerful tool for constructing topic discourse context, and finally discourse output tests the effectiveness of the students to learn grammar.

Wang dianjian, Lai hongling and Yue kangjun (2002) believe that the goal of grammar teaching should be realized through "discovering grammatical phenomena -- experiencing grammatical meaning -- exploring grammatical rules -- practicing grammatical forms -- practicing the application of grammar". Teachers first extract text information in the teaching materials, then choose life situations between teachers and students as the context, and based on the exchange activities associated with the target grammar and topic context, integrate the target grammar into context of language expression, so as to cause students to consciously pay attention to and understand the target grammar, purposefully use the syntax to make topic expression and idea communication and pass messages and grammatical meaning.

Xia qiuling (2013) proposed strategies and methods for primary school English grammar teaching, such as scattered grammar difficulties, acquisition of grammar rules, comparison in context, and vivid explanation, based on specific teaching cases.

Li yuzhen (2015) pointed out that in the context of the new curriculum reform, the necessity and importance of grammar teaching should be re-recognized in primary school English teaching and propose to optimize primary school English grammar teaching in context to improve the effectiveness of grammar teaching.

Chen (2014), combining with grammar teaching practice, elaborated the important position of grammar teaching and introduced how to skillfully set the context. The teaching strategy of "induction first, deduction second" is adopted to enable students to observe, comprehend, explore and apply internalized grammar knowledge to train students' comprehensive language application ability, lay a foundation for real language communication, and improve the effectiveness of grammar teaching.

Tang (2016), in view of the current problems in high school English grammar teaching and combining with teaching practice, introduces how to create the context, so that students can improve the effectiveness of grammar teaching through observation, perception, exploration and application of internalized grammar knowledge.

Shi (2012) believes that context is very important in English grammar teaching. The teacher should, based on the teaching material and real life, creates the context the active classroom atmosphere while activating the students' thoughts and enhancing the teaching effect.

Shen Dongmei (2012) illustrates the procedure to use context to teach grammar: leading in grammar structures, finding out rules, consolidating the knowledge and using grammar knowledge comprehensively.

It can be seen that in the process of grammar teaching in primary school English based on context analysis, teachers should first have a deep understanding of the grammar items and the goal of grammar teaching. Secondly, teachers should have a deeper understanding of context so as to better integrate their professional knowledge with grammar teaching based on context analysis. Finally, teachers should adopt and create appropriate contexts in grammar teaching to create a dynamic grammar learning atmosphere for students.

Summary

To sum up, there exists some problems in English grammar teaching and learning elementary schools in China. It is an urgent task to deal with these problems. The traditional grammar teaching in elementary schools in China is often boring and ineffective. Many researchers agree that the application of context analysis is conducive to English grammar teaching and learning. It offers a meaningful context for the students to understand the meaning and usage of grammar rules so that the students can understand them deeper and in a vivid and natural way. When the students use the grammar items, the original contexts will remind them of the usage of the grammar item and its meaning. This will help the students master the grammar items and their rules better. To effectively apply context analysis in grammar teaching in elementary schools in China, the teachers should better understand and analyze the target grammar rules and the contexts in the teaching materials so as to help the students master the meaning and usage of the grammar items step by step.

Chapter III Conclusions and Recommendations

Conclusions

Grammar is a basic element of language learning and an integral part of English teaching. Understanding the meaning and usage of grammar is the foundation of learning English well. Without solid grammar knowledge, English learning will be very difficult, and the understanding of English information will be incomplete, one-sided or even wrong. In English teaching in China, on the one hand, there has a one-sided emphasis on communication, tending to neglect the grammar teaching, on the other hand there is the misleading approach of simple instilling grammar rules. Especially in the primary school English teaching activities, neither avoidance of English grammar teaching nor grammar teaching in isolation is appropriate. Primary school is the basic period of English learning, which has a great impact on students' interest in English learning and their future comprehensive English skills. These problems in grammar teaching in primary schools must be paid attention to and effectively and timely solved.

Based on the above analysis, it can be concluded that there are serious problems in English grammar teaching in primary schools in China. The traditional grammar teaching methods of primary school English are either too boring, or being neglected, or not well combined with the context in which the grammar item is located, resulting in an unsatisfactory effect of grammar teaching in primary school English. Many primary school students lack the basic concepts and

mastery of English grammar. This is not only bad for their English learning foundation, but also will affect their comprehensive development of English skills in the future.

Related studies show that context analysis for grammar teaching has many advantages. It is necessary for the primary school English teachers to apply context analysis method to grammar teaching, so that students can perceive specific grammar content in the context and better understand the meaning of the rules of grammar and their usage. This will help them learn grammar in a more targeted way. Abstract language and grammar explanation is inappropriate for the cognitive level of primary school students, and helping students understand the meaning and usage of grammar items in specific context is more in line with the characteristics of primary school students' cognitive development. At the same time, primary school students have better memory, so learning grammar knowledge in specific context is conducive to their consolidation of grammar knowledge memory with concrete examples, to lay a good grammar foundation for primary school students in future English learning.

The research also shows that pupils are more likely to accept and understand English grammar teaching based on context. They are able to acquire a more vivid and comprehensive knowledge of grammar from the context of the language. At the same time, the students' familiar specific context can help stimulate their interest in learning English grammar, reduce their fear and resistance to English grammar learning. In addition, the specific context of English grammar teaching is conducive to the primary students more natural access to English grammar knowledge. Therefore, from the perspective of teachers' teaching and students' learning, the approach of context analysis plays a positive role in primary school English grammar teaching.

As primary school English teachers, one of their most important duties is to effectively impart English grammar knowledge and improve students' English grammar literacy and cognitive level. Primary school English teachers should use context analysis in grammar teaching comprehensively and carefully. First of all, they should have profound understanding of the context analysis theory and the specific grammar teaching items, understanding the mechanism of contexts' functions for grammar teaching. This can effectively use contextual analysis methods to help students more easily understand the significance of English grammar and usage, and provide the appropriate use of English grammar knowledge context and materials. If necessary, primary school English teachers should create a context for students to learn and use English grammar. Through inspiration and guidance, pupils can have a comprehensive, profound and real understanding of the meaning of grammar knowledge in a specific context. Then the output of effective grammar knowledge can be realized by using language in specific context.

Recommendations

Grammatical competence is one of the components of communicative competence and serves as a means to cultivate children's ability to use English. In primary schools, it is of great benefit to integrate grammar teaching into context teaching activities of listening, speaking, reading and writing to encourage students to express actively and accurately and improve students' language using ability. By means of context analysis and design, teachers can stimulate students' expression needs and enable them to learn and use the language from the bottom of their heart, which can make English class more effective. Therefore, primary school English teachers should devote themselves to the context-based grammar teaching in primary school

English, pay attention to guiding practice with theory, and promote thinking and understanding with practice, so as to achieve gains in both theory and teaching practice.

Specifically, in view of some teachers' tendency of paying attention to the cultivation of students' communicative ability while ignoring the grammar, or the teaching method of explaining too much grammar knowledge and neglecting the specific context, the first thing to do is to make clear for primary school English teachers the great importance of teaching English grammar teaching based on the context in primary schools , and formulate concrete implementation plan of teaching with clear tasks and requirements.

Secondly, primary school English teachers should attach importance to the learning and absorption of theoretical knowledge. Mature theoretical literature about context-based grammar teaching in primary school English should be collected from the existing theoretical books and the resources of the network as learning materials. And teachers should absorb relevant theories through teachers' self-study and group communication to improve professional quality.

Thirdly, primary school English teachers should combine theory with practice to implement context-based grammar teaching activities.

The first step is to summarize the grammar knowledge points that students must master according to the requirements of the syllabus and practical teaching experience, and then design the corresponding classroom context on the basis of consulting a large number of literature materials.

The second step is to enumerate and discuss grammar teaching phenomena. On the basis of summarizing the grammar points that students must master in the textbook, teachers should

communicate the common methods and forms in grammar teaching according to their own teaching practice, such as using forms, comparison, phraseology, rhymes, written exercises and other forms to teach grammar.

The third step is to observe and discuss classroom teaching practice. Teachers can design classroom contexts according to different grammar points, such as discourse listening context, discourse reading context, rhyme context, multimedia context and situational context. Try to apply various contexts in different English classroom teaching. With the help of various teaching resources such as material objects and multimedia, design learning tasks that are suitable for students' age characteristics, activate the textbook contexts, create more real contexts, lead in with them and stimulate interest with activities, so that students can transform from passive learning to active learning. In the teaching practice, teachers can listen to each other, and evaluate after class the classroom design's highlights and deficiencies in combination with the theory, giving pertinent opinions and suggestions, so that all teachers can constantly improve themselves.

The fourth step is to reflect on the teaching practice. On the basis of a period of theoretical learning and teaching practice, teachers should summarize their teaching experience. By comparison, they can better realize that grammar teaching is important and the tradition grammar teaching is boring and its low efficiency; they can also more clearly realize that grammar rules' meanings depends on their contexts. Therefore, it is necessary to design contexts for teaching accord with the characteristics of grammar rules. This will enable the students to mobilize the existing knowledge system to perceive, feel, summarize and practice grammar rules.

Thus, in different contexts, the form, function and significance of grammar knowledge will come to a harmonious unification.

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