A STUDY ON ENGLISH LEARNING OF PRIMARY SCHOOL STUDENTS IN CHINA

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Paper Advisor
A STUDY ON ENGLISH LEARNING OF PRIMARY SCHOOL STUDENTS IN CHINA

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Shiyun Liu

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Abstract

At present, as a widely used language, English is widely used in various countries and regions. However, there is still a great controversy on how to cultivate children's interest in learning English. How to help children learn English well and improve their interest has become the main task of English teachers at this stage. This study discusses and summarizes how to improve primary school students' interest in learning English through the teaching experience of researchers. How to improve students' interest in learning English is a question worth exploring by English teachers. Because we all know that interest is the best teacher. Therefore, in the process of teaching, the classroom should use flexible and diverse teaching methods to improve students' interest in learning, to make students relaxed, happy, active, effective learning, and give full play to the initiative and creativity of students.
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I. Introduction

1. Research Backgrounds

The influence of interest on English learning of primary school students, interest is a positive consciousness that people are willing to connect, understand things and try to participate in corresponding activities. "English curriculum standards" clearly points out that in the basic stage of the course tasks, it clearly points out: stimulate and cultivate students' interest in learning English, make students establish self-confidence, develop good learning habits, and form effective learning strategies. (K. Malnkajer, A. Pollitt, J. Williams, 2011). It can be seen that students' interest in English learning is closely related to our English teaching.

If a student has a strong interest in learning English, he will certainly have a high enthusiasm for learning. He will not regard study as a burden on his students. At the same time, he will show up with a positive attitude and enjoy his study. An unfair interest in learning may cause students to focus, think positively, or even forget to eat and sleep. Besides, people are learning with great interest. They often grasp fast and remember deeply. Interest inspires curiosity. Generally speaking, the more interested students are in learning, the more enthusiastic they are and the better their grades will be. If interest training becomes a psychological need for primary school students to learn English, then students can gradually develop the habit of consciously and actively learning English, and the difficulty of English learning will be greatly
reduced. Only when students have a strong interest in learning English, can they improve their initiative in learning, overcome the important difficulties in learning and devote themselves to learning. In order to improve students' interest in learning English, we should first know what factors will affect their interest in learning English.

2. Needs of Study

Current situation and reasons of primary school students' English learning:

(1) active awareness: students learn English only for the purpose of getting an ideal score in an exam. Through interviews with teachers and parents, we found that a large number of primary school students are now learning English only to achieve the ideal score in the examination, which seriously violates the principle of "learning to use". On the other hand, learning and memorizing English mechanically also increase students' burden. In the case of no context, from the kindergarten babble began to memorize the difficult words, pupils in the parents, schools, society under the triple threat, bear heavy time and mental burden, no happy childhood, let alone to play their creativity and imagination.

(2) learning methods: parents think that they cannot remember the words and have a small vocabulary, because the children are "not hard enough". Many parents regard vocabulary as the primary manifestation of English learning effect, so once they find that their children are always unable to remember words, vocabulary is small, parents are eager to urge their children to memorize words, it seems that all this is caused by
the children "not hard enough". In fact, there is no active thirst for knowledge and strong interest, for primary school students to let them firmly remember the word is equivalent to "duck on the shelf." Even if they were under the severe criticism of their parents, under the pressure of the teacher's pointer, they remembered the seemingly not very difficult words, but once they read them, they were left behind by the merciless memory.

(3) teacher factors: traditional teaching methods. The traditional teaching mode is always "cramming education", the teacher and pupil is always in a negative, passive learning position, no easy happy, therefore, to also have no interest in English learning, even if the teacher USES some of the students to participate in activities is also become a mere formality, or limited to individual students and the teacher "mutual echo," most of the students in the classroom only audience. The single teaching method and the old methods for a long time to suppress the enthusiasm of primary school students to learn, so that primary school students have a "tired of learning" mood to English.

As time goes by, due to the influence of external factors and students' own factors, some primary school students begin to lose interest. The disappearance of this interest or the rejection of languages other than mandarin; Because the teacher's teaching method only stresses the grammar, ignores the ability; Or because the evaluation method is single, only the pursuit of knowledge - focused test, the pursuit of scores. In a word, in order to improve the effect of English teaching, we must give priority to stimulating students' interest in learning. In primary school English
teaching, I believe that students should learn by themselves and teachers should guide them. We can stimulate the interest of primary school students in learning English and integrate cultural education into it by creating a relaxed learning atmosphere, grasping the lead-in-class skills, giving full play to students' subjectivity and penetrating cultural awareness.
II. Literature Review

1. Previous Study at Home

According to the new English curriculum standard for primary school in compulsory education, the task of English Curriculum in the basic education stage is to stimulate and cultivate students' interest in learning English, so that students can set up their own. (Bap Gongmin, Wang Jie, 2007).

Confidence develop good study habits and effective study strategies and develop independent study learning ability and cooperation spirit: enable students to master certain basic English knowledge and listening, speaking, reading and writing skills, and form a certain comprehensive language application ability. At present, scientific quality sampling is an effective means to test students' comprehensive language application ability. (Chen Qiaoyun, 2010). It monitors students' comprehensive ability from four aspects of listening, speaking, reading and writing. On the one hand, it can expose its own teaching deficiencies, so as to effectively adjust its own teaching methods; on the other hand, it can timely feed back the problems existing in students, adjust learning strategies, and clarify the ways and means to enhance learning objectives. (Cui Shyi's, 2006). Through the feedback of quality sampling, the reverse analysis from the level of quality sampling and many problems exposed by students need to be solved.

2. Previous Study Abroad
In English learning in other countries, Professor Eugene (2001), once proposed that comprehensive evaluation can improve students' enthusiasm for learning. There are many evaluation methods that play an important role in building good self-confidence and learning style. The best evaluation method is to use passionate English words in class for oral evaluation, teachers should also pay attention to the objectivity and comprehensiveness of the evaluation and stimulate the students to dare to communicate and speak frankly in the classroom. (Gao Ping, 2007). In addition, written evaluation.

In addition, when correcting students' compositions, making proper and effective evaluation of students' essays can greatly shorten the distance between teachers and students, and stimulate students' enthusiasm in writing for a long time, the author only gives the students a score in their compositions, modifies their grammar and spelling mistakes, and rarely writes out the language of composition evaluation and encouragement (2008). After a period of time, the author found that students seem to be dealing with their work in writing, and they are indifferent to the results of writing, so the quality of writing cannot be guaranteed. (Guo Zhitong, Zhong Qinglun, 2007). After the author found the problem, he reflected and adjusted it in time. In the future teaching, we should gradually add appropriate evaluation language after students’ compositions. (Huang Huaxin and Jin Li, 2003). After adding some comments, the author found that the students are very looking forward to the attack text, very concerned about the evaluation words written by the teacher after each article, the students prefer to write compositions. (Li Suqin, 2003).
III. Research Methodology

1. Flexible Teaching Methods

As a new generation of teachers, we should constantly learn new knowledge, positive thinking, cultivate their own teaching comprehensive quality, improve the ability to innovate.

(1) games in the classroom, to create an active learning atmosphere

First of all, the teaching process should be permeated with the game interaction between teachers and students. For example, in the class of the professor "Look at me", I will prepare a teddy bear before class, play a song of "three little bears" in English before class, and teach students to sing it to warm up before class, so as to arouse students' interest in learning this class. (Liang Dandan, 2008).

Secondly, the practice process should be permeated with the game interaction between teachers and students. After teaching the new lesson, it is necessary to practice accordingly. (Liu Yongqing, 2003). For example, when teaching English body part language, the game of "blind men and elephants" was designed, and music was set to the game. When the students saw the "blind man" speak the English of the body parts they touched, they also consolidated the English body part language they had just learned, and the teaching results were obvious.

Finally, the review process should be permeated with the game interaction between teachers and students. (Ma Guoyan, 2009). In review class, teachers should
adopt flexible and diverse methods to make students have a deeper understanding of the knowledge to consolidate, in order to achieve the role of strengthening the foundation. (Ran Yongping, 2010). For example, when reviewing English Numbers, we can organize the whole class to play the game of English counting, which not only consolidates the knowledge we have learned, but also cultivates students' interest in learning English.

(2) diversify extracurricular activities to increase students' interest in learning English

Sukhomlinski said: "the source of interest is the use." Therefore, if students want to learn English well and lay a solid foundation of English in primary school, they must learn to stimulate their interest in learning English in practice. (Shen Jiaxuan, 2007). For children in elementary school, the idea is simple: they will do anything that is fun or rewarding. (Sperber D. & D. Wilson, 1995). Therefore, in order to cultivate students' interest in learning, teachers organize students to take part in various extracurricular activities is an important way to make them learn English well. (Wilson, D., 2007). In the process of teaching English, teachers can organize students to experience life outside the campus, so that students can get an intuitive understanding, so that they can learn from one analogy. Students can also take what they learn in class and make it their own by understanding and consolidating it through activities in real life. In addition, various forms of activities can also make students have great interest in learning English. Therefore, extracurricular activities play a crucial role in students' English learning.

(3) in the process of teaching, to encourage and praise
In the process of classroom teaching, English learning should be happy, so English learning for primary school students should be active, rather than passive from the teacher to get knowledge. In the daily teaching process, we should give priority to encouragement and praise. (Yang Xiaoyong, 2003). In the normal teaching process, teachers should timely take appropriate measures to reward and punish students, at the same time, to encourage and praise, only in this way can more effectively stimulate students' interest in learning English and motivation. (Zhao Zhongde, Zhang Lin, 2007). In classroom teaching, for example, can be in the process of classroom questioning, saturated with some reward, after students correct answer, the teacher can give the students some candy or other prizes, sometimes can also awards, such doing can make students realize the benefits of correct answers on the surface, in fact, increase their confidence in learning English, believe in yourself, trust yourself, believe I can do it, I can, I have no problem. (Zhou Yanjun, 2009). I use this method to let the students have the concept of competition in English learning, the learning of English phonetics of students with learning difficulties generated a very big impetus, formed a "you catch up with me" style of study, greatly improved the interest of the whole class in English learning.

2. Diversified Teaching Methods

The so-called teaching means, in my opinion, should take tools, media and various devices as the means to enable students to more effectively and fully absorb what teachers teach in class. With the continuous development of the information age, education as a part of this era, the teaching methods in school education are constantly
updated and developed. (Zhao Yingling, 2004).

(a) in the teaching process to timely deal with the content of teaching materials

The content of teaching materials is an effective carrier of teachers' teaching and students' learning, as well as an effective carrier of political, economic and cultural transmission from ancient to modern times. Therefore, the teaching content is very important to the primary school students' English learning. (Xu Miao, 2009). When we deal with the teaching material, we should timely and avoid blind teaching by all means. In the process of English teaching, students are the main body, we should give priority to with students, and each student's body and mind development characteristic is different, therefore, we should according to their aptitude to undertake to the student the teaching contents of teaching, avoid by all means is monotonously, a professor at the same time to consider the actual situation of the students and the difference of non-intelligence factors, to take positive recognition method for elementary school students to motivate them, so that it is their interest in English.

In the process of teaching, it is necessary to timely deal with the contents of teaching materials. Some detailed, some general; (Cui Shuyi, 2006). Some simple, some profound, should be specific to the specific content of the textbook to adopt different methods of treatment, but also for different levels of students to adopt different teaching methods.

(2) be good at using multimedia in teaching to stimulate interest in learning English.

The use of multimedia should highlight the characteristics of English subject, in the process of use must be in line with the overall goal of primary school English
classroom teaching and encourage primary school students to actively participate in the process of knowledge construction. (Zhang Tingting, 2006). Therefore, teachers should choose different teaching media according to different teaching contents, so as to stimulate the interest of primary school students in English learning and highlight the key points and difficulties. (Zhao Zhongde and Zhang Lin, 2005). Through interesting and novel demonstration, on the one hand, it can stimulate the enthusiasm of primary school students to learn English, on the other hand, it can also enable students to acquire a deep understanding of knowledge, for learning new knowledge to make a further preparation. (Sperber D. & D. Wilson, 1995). For example, in the teaching of "Happy birthday", the introduction of a new lesson can be introduced by playing an interesting birthday song or some pictures related to the birthday, so as to stimulate students' interest in learning the knowledge of "Happy birthday", so that students can get a preliminary understanding, so as to facilitate the smooth development of the teaching of the new lesson.

(3) link the teaching content with students' real life

Traditional teaching content "difficult, complex, partial, old" characteristics are particularly prominent, not well connected with the actual life of students. In the process of primary school English teaching, the teaching content is closely related to students' real life. (Yang Xiaoyong, 2003). For example, there are English words for animals, English words for stationery, English words for food and so on in the primary school English teaching content, which can make students' English learning more solid and solid. The teaching content and students' real life together, only in this
way can we fundamentally inspire students' interest in learning English, because life is the student activities, every day is in contact with things, understanding emotions, so only the teaching content and students' life closely linked, the students to demand for English, interested, and make it put this to use, unification. (Zhao Zhongde, Zhang Lin, 2007).

Third, strengthen the interaction between teachers and students

In the process of English classroom teaching, the relationship between teachers and students should not be ordered and obey the relationship, and interactive relationship should be equal, as a people's teacher of the new era, a variety of ways should be taken to strengthen the interaction between teachers and students, so that the harmonious relationship between teachers and students, make the students under the guidance of the teacher to the interest of learning English.

(a) to care about students' study life, enhance the feelings between teachers and students

The relationship between teachers and students should not only be a teacher-student relationship, the relationship between teachers and students should be diversified. For example, their relationship should be as cordial as that of a father or son, as close as a friend, and they should talk about everything. (Huang Huaxin and Jin L, 2003). In a word, in modern times, the relationship between teachers and students should not have grade, status, teachers and students should be equal, but different is their responsibility and duty, the teacher is responsible for the teaching of knowledge, students moral influence, construction of campus environment, while the
student is responsible for knowledge learning, higher level of moral emotion, maintain campus environment. (Li Suqin, 2003). At the same time, teachers should pay more attention to students' real life and study life, so that students have no concerns in real life, no problems in learning life, and cultivate students to develop a good habit of positive questions, so as to enhance the relationship between teachers and students. In the process of daily English classroom teaching, the teacher's personal charm is not allow to ignore, teacher should understand students, more into their hearts, to enhance teachers' and students' emotion, in that they like our English teacher at the same time, further to make them like English this subject, allowing them to produce strong interest in learning English.

(2) pay attention to students with learning difficulties and activate individual motivation

In the process of primary school English classroom teaching, there is only one teacher, while there are many students, and there are great differences in their learning level, acceptance ability, personality characteristics, age differences, and physical and mental development. Among all the students, there is a special group -- students with learning difficulties, who are also a special group in the process of English teaching. Therefore, the teacher must teach according to aptitude, carry on the teaching instruction from person to person.

To make the poor student of English has improved obviously, must first to make the poor student and their parents to realize the importance of learning English, if during the period of primary school, can't study carefully, firmly grasp, then in the
later process of English learning will be difficult, so it is difficult to obtain further ascension, will become a stumbling block on the road to success in the future. (Liang Dandan, 2008). Therefore, in order to improve the performance of primary school students with English learning difficulties, teachers must take corresponding measures. It is understandable that English is the most widely used language in the world, and the study of phonetics is the only way to learn English well. As teachers, we should guide our students to learn English well. For example, hold a class meeting with a theme, let each student talk about his ideal, and let the other students think about where English is needed in his industry, so that students realize that learning English is indispensable for them to build a better future. Therefore, it is imperative to learn English well in primary school. (Liu Yongqing, 2003). As an English teacher in primary school, it is necessary to let students with learning difficulties and all students know this, so as to stimulate their initiative and spontaneous learning of English.

(3) teachers and students swap roles and think in their place

Chinese is what we learn from our parents, while English is what we learn after we enter primary school. If there is no good language environment, even if students learn it, they will become rusty and even forget it after they do not practice for a long time. Therefore, time in class becomes especially valuable, and even the whole school environment becomes especially important.

Classroom teaching is a process in which teachers and students give and receive. Therefore, the roles of teachers and students are reversed and perspective-taking becomes particularly important, because it is very important for teachers and students
to understand each other in maintaining good classroom discipline. Therefore, teachers and students should exchange their roles in the process of English learning and put themselves in others' shoes. In this way, it will be much easier to create a good classroom environment.
IV. **Conclusion**

In the contemporary era, with the increasingly intensified social competitiveness, the learning of English is becoming more and more important, whether it is our country's economy, politics, culture will be in line with the world, and English is exactly the world's language is the most widely used language, therefore, it is important for pupils to learn English well. At the same time, when the primary school students are required to learn English well, the teachers should also think creatively about the ways to better cultivate the primary school students' interest in learning English, which will also be our concern in the process of English learning.

Language is the carrier of culture and the portrayal of culture. Language is inseparable from culture, culture is inseparable from language, English teaching is language teaching, of course, inseparable from cultural education. The process of learning a foreign language is the process of getting in touch with the culture of the country where the language is spoken. It is necessary to cultivate students' cultural awareness in order to make them truly competent in cross-cultural communication and make them truly successful language learners. In teaching, I pay attention to the infiltration of "cultural awareness", which is one of the effective ways to stimulate students' interest in learning. The more students learn about the rich and exotic culture, the more they learn about English and the English-speaking countries.

The more interested the family is, the more active they become in learning
English. For example, when learning the "color" series of words, I compared the different meanings of "white" in China and the west: white stands for "holy" and "noble" in the west, while in China it means "death" and "disease". Through comparison, they can master the meaning of color in western culture, so that students gradually accept the similarities and differences between China and the west, cultivate cross-cultural awareness, and use the language knowledge they have learned to conduct reasonable communication with different objects on different occasions.

In a word, interest comes first in English study. The level of primary school students' language learning ability is to a great extent limited by their interest in English learning. Therefore, English teachers can free students from the heavy burden of learning through enjoyable teaching and cultivate and maintain students' interest in this subject in a pleasant atmosphere, so as to get twice the result with half the effort.

First of all, in the process of English teaching, we should abandon the traditional teaching concept, it is not only for examination, but also for practical application. At the same time of using the knowledge points of teaching materials, we should take the students as the core, and carry out targeted curriculum design according to their actual situation, so as to improve the enthusiasm of students for English learning. Teachers should properly activate the teaching atmosphere. As the organization designer of the curriculum, they should fully understand the characteristics of the students and achieve the teaching concept of being flexible. After a period of time, the author found that students seem to be dealing with their work in writing, and they are indifferent to the results of writing, so the quality of writing cannot be guaranteed.
Secondly, the atmosphere in the classroom is usually regulated by the working role of teachers and students. As the commander of the whole course, teachers should try their best to complete English teaching and the classroom effect of students' English communication, so that students can complete the learning of course knowledge points in a pleasant environment and be impressed. At present, scientific quality sampling is an effective means to test students' comprehensive language application ability. It monitors students' comprehensive ability from four aspects of listening, speaking, reading and writing.

Thirdly, in the process of English teaching, teachers' English level is particularly important. Through the feedback of quality sampling, the reverse analysis from the level of quality sampling and many problems exposed by students need to be solved. On the one hand, it can expose its own teaching deficiencies, so as to effectively adjust its own teaching methods; on the other hand, it can timely feed back the problems existing in students, adjust learning strategies, and clarify the ways and means to enhance learning objectives. They should keep up with the times and constantly update their knowledge reserves, and also be good at summarizing high-quality teaching methods. In many teaching methods, teachers should be good at using situational teaching, creating situational leading knowledge points, leading knowledge points, and communicating in English, so that students can express their own opinions and have interest. In addition, performance, speech and discussion are the main ways for teachers to conduct teaching. It is worth noting that the selection of teaching methods should have more actual teaching situation, students' age and
personality characteristics, so as to produce higher results. The best evaluation method is to use passionate English words in class for oral evaluation. Teachers should also pay attention to the objectivity and comprehensiveness of the evaluation and stimulate the students to dare to communicate and speak frankly in the classroom. In addition, written evaluation.
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