

# Methods of Transforming "Difficult English" into "Happy English" under the Deepening Education Reform

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**Abstract:** *With the popularization of compulsory education and the profound implementation of the concept of all-round development of education, English has become a very important subject in the teaching of junior high school. At present, China has been integrated into the world economic development pattern, China is also in the high-speed opening and development of the key stage, the urgent need for a large number of high-quality English professionals. As an important stage of compulsory education, junior middle school English education has become a hot topic for educational researchers. English is an examination subject in junior middle school, and it is also a subject integrating theory and practice. In teaching, we should pay attention to the characteristics and interests of junior high school students in English learning, explore how to optimize teaching situations, improve English teaching methods and create a "happy English learning" model around the current topic of most concern: "difficult English learning".*

**Keywords:** *junior high school; English teaching; difficult English; happy English*

## 1. Introduction

With the continuous development of education in China, English teaching in junior high school is no longer dominated by the transmission of knowledge and methods, but also to cultivate students' English core literacy and learning habits, so as to establish a foundation for higher English learning and lay a foundation for students to move towards society in the future. Therefore in the new curriculum reform teaching research work, each innovation novel teaching pattern also in unceasing pilot and the research, and has obtained the good research result. Among them, the most concerned is students' attitude towards English learning. In the past, many students thought that junior high school English was a difficult subject, which required memorizing words, understanding grammar and reciting texts. It was difficult to learn, and the effort paid was often not proportional to the test results. Under this situation, we begin to study how to establish a happy English classroom teaching mode in junior high school, so that students can experience happiness and sense of achievement in junior high school English learning, thus improving the efficiency of junior high school English learning.

## 2. An Analysis of the Problems Existing in English Teaching in Junior Middle Schools

As a junior high school English teacher, he should not only finish his own job in daily teaching, but also pay attention to students' learning situation and analyze students' learning needs.

### 2.1. Every time you enter, you must take an examination and pay attention to scores.

Every entrance examination is a system carried out by many employers and schools in China. In the process of enrollment in senior high schools, schools and education authorities will pay attention to students' scores in the middle school entrance examination and judge students' comprehensive quality according to their scores in the middle school entrance examination<sup>[1]</sup>. As English is a major subject in the middle school entrance examination, teachers naturally attach great importance to the teaching of this subject. Therefore, teachers always pay attention to the improvement of students' grades and their knowledge learning in class, which finally leads to the neglect of students' subjective status, the lack of attention to students' interest in English learning, the classroom becomes a classroom dominated by knowledge instillation and method application, students passively accept English knowledge in class,

and their interest in learning is very low.

### ***2.2. Lack of interaction between teachers and students, low atmosphere***

English is a language discipline, language discipline learning and other disciplines are not the same, the key to language is to use more than a multi-communication to be able to proficiency and heart. However, in the first-line junior high school English teaching, the relationship between students and teachers is based on educators and educatees, so teachers often have an authoritative side in front of students, so some teachers completely dominate the classroom through their own wishes and ideas, resulting in students can only obey orders in the classroom, without their own right to speak. In this situation, there is a lack of interaction between teachers and students, not only in English language communication. At the same time, there are obstacles to the mutual understanding between teachers and students. Finally, the English classroom, which is supposed to be full of active atmosphere, becomes a low atmosphere, and students will feel the difficulty of learning English<sup>[2]</sup>.

### ***2.3. Ignoring students 'differences and deviating from teaching students according to their aptitude***

Nowadays, junior high school education in our country is basically carried out in the form of class teaching system. Students in a class are teachers' educational objects. Teachers should not only focus on their own thoughts and experiences, but also consider the needs and foundation of each student in the whole class<sup>[3]</sup>. However, in the current junior high school English classroom teaching, ignoring students' differences is one of the common problems we see. Teachers adopt a one-pot approach to teach all students comprehensively, requiring all students in the class to complete their learning goals within the specified time, otherwise they will be considered as improper learning attitude. However, in essence, there are differences among students in a class. Different students have different learning bases, interests and ways. Some students are bound to fail to complete their learning goals within the prescribed time and lag behind most students in the class. As time goes on, these students will have a sense of loss and will list English as a difficult subject in their cognition.

## **3. A Practical Study on the Teaching Method of Transforming Difficult English into Happy English**

### ***3.1. Form correct cognition of English and stimulate interest in learning***

In the process of learning, junior high school students gradually establish a cognitive idea of society and the world. Most junior high school students are in the stage of mental immaturity and are easily affected by the external environment. In their study and life, they will have a strong interest in the objects in line with their cognitive ideas and values<sup>[4]</sup>. However, junior high school students have not gone to society, their ideological values are still being established, and some ideological values even need follow-up correction and guidance. Therefore, teachers should pay attention to guiding students' learning in junior high school English class, help students establish good ideological values, stimulate students' interest in English learning, and then teachers should cultivate students' cognition and ideological values, improve students' attention to English as a subject, and let students maintain lasting motivation for English subject under the premise of interest stimulation, so that students' interest in learning will not be consumed continuously because of the deepening of learning. First of all, teachers should let students understand that English is an international language. In many important occasions, English is used to express their views. Chinese diplomats use English to defend the dignity of the motherland and establish their prestige on the international stage. In the classroom, teachers can show how the earliest diplomats of our country used English to fight against others at international conferences and defend the dignity of the motherland in English. At the same time, teachers can also show students familiar tasks in important situations in English communication. For example, Wang Yuan is a singer familiar to all junior high school students. If the teacher presents the video of Wang Yuan communicating in English at the United Nations General Assembly, as shown in Figure 1, the students can feel a sense of reverence in their hearts. In this way, students will be full of admiration for people who can speak English and communicate naturally in English, stimulate students' correct cognition of English language and English learning, and establish correct values related to English. Students have a correct understanding of English in their hearts, they no longer reject English learning, gradually begin to have interest in English learning, and reduce the negative emotions in English learning in their hearts<sup>[5]</sup>.



Figure 1: Wang Yuan communicating in English at the United Nations General Assembly.

### 3.2. Optimizing English Teaching Situations with Information Technology

English teaching situation plays an important role in English teaching in junior middle schools. It is the carrier of English knowledge and the environment for teachers and students to interact and learn. In the process of learning, junior middle school students are not very interested in secretaries and blackboard books full of words. Instead, they are very interested in animation, video or pictures. They think that this kind of learning materials are not only vivid and interesting, but also can help them understand knowledge. Reduce the complexity and dullness of thinking. Therefore, in junior high school English classroom teaching, we can use information technology to design digital teaching situation, and carry the English knowledge that students need to learn, give students rich visual experience, and reduce the difficulty of students understanding English and applying English knowledge. Unit 4 Where's my schoolbag? In this unit, as shown in Figure 2, students need to master the usage of "Where's" leading sentence patterns, as well as learn some position-related prepositions. In the teaching, the teacher collected some animation videos for the learning content of this unit, such as the dialogue on the first page of this unit. The teacher presented them to the students in the form of animation. The original static learning content is now presented to the students in the form of animation. The students can clearly see the movements, expressions and communication language of the characters. The interest in learning has increased a lot in an instant. Especially when students learn positional prepositions, teachers match pictures and words with each other. For example, when learning "on", the picture shown by the teacher shows a pencil on top of the desk. Through intuitive introduction, students will soon be able to remember the Chinese meaning of the English word "on", which is helpful to the understanding and application of the word. With the help of information technology, students' English learning process is no longer so boring but happy and full. With rich and vivid English learning situations, students' interest in learning will be greatly improved instantly, and their learning motivation will be stronger<sup>[6]</sup>.

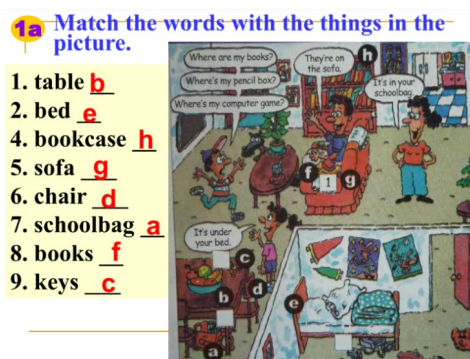


Figure 2: Practice of "Where's" leading sentence patterns.

### 3.3. Interactive educational games

In junior English teaching, teachers can carry out interactive teaching games to establish a platform

for interactive communication between teachers and students, so that students and teachers can learn interest in the process of completing interactive games, establish channels for knowledge exchange, and let students experience the process of happy English learning<sup>[7]</sup>. For example, in the eighth grade English unit "Unit 8 How do you make a banana milk shake?" (shown in figure 3), students learn some verbs and nouns and understand the usage of sentence patterns guided by "How do you" while learning English dialogues related to fruit salad making. Making fruit salad is the topic of this unit, so teachers can focus on how to make fruit salad to carry out interactive learning between teachers and students. In class, teachers divide the class into four study groups, and teachers join one of the study groups. Each study group of students was given a juicer and the corresponding fruit salad making ingredients. Then the teacher explained how to make banana fruit salad according to the content of section A of the textbook. While explaining, he guided the students to complete the corresponding operation steps. For example, the teacher told the students that they should cut up the bananas at this time. In the process of explaining and learning, while making fruit salad, students understand the main content of this unit in the process of practical operation. The learning process can be said to be very relaxed and pleasant, not as boring as before, and the communication atmosphere between teachers and students is very good. Students' enthusiasm and motivation for learning have also been greatly improved.



Figure 3: Steps of making a banana milk shake.

#### 4. Conclusion

In English teaching in junior middle schools, teachers should combine the teaching ideas of the new curriculum standards, deepen the educational reform, analyze the reasons why junior middle school students find it difficult to learn English, design happy English learning around how to improve students' interest in English learning, and carry out practical research on happy English teaching from three aspects: guiding students to correctly recognize English, designing English teaching situations and organizing English teaching methods.

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