

On the Leading-in English Class

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Abstract: *Classroom leading-in is an important part of classroom teaching procedure. Successful classroom leading-in has a great influence on improving students' interest in learning and thus improving the effectiveness of English classroom teaching. This paper discusses the ways and functions of English classroom leading-in and the problems that should be paid attention to in order to improve the teaching level and ability of English teachers and achieve twice the result with half the effort.*

Keywords: *Methods, Techniques, Leading-in, English class*

1. Leading-in to English classes

The leading-in of English classes is the first step in introducing new English courses. It is a skill adopted by teachers.^[1] Through this skill, teachers can let students enter a proper state at the beginning of a class and establish a communication channel between students and what they have learned. The leading-in of English class has two purposes. One is to focus students' attention and interest on English class and help students establish active thoughts, emotions and reception status. At this stage, teachers arouse students' curiosity or interest in learning English, so that students realize that they are ready and eager to learn English. The second purpose of English classroom leading-in is to create a framework for the contents, viewpoints and principles to be learned. When a teacher introduces a new English lesson, the teacher must draw a sketch for the students and tell them what the lesson will involve. At this stage, teachers should clearly tell students the classroom goals and teaching objectives.

2. Principle of classroom leading-in

Students' classroom learning is a cognitive process based on a series of existing learning. Bloom calls the "necessary learning" required for a certain learning task "the" prerequisite ability of cognition". He believes that the difference in students' achievement in completing a certain learning task is caused by the difference in knowledge, skills and strategies that the student has before learning a new task. Therefore, students' mastery of "necessary learning" has a great influence on subsequent learning and is an important variable affecting teaching activities.

The implementation of the "master learning" strategy should first establish teaching objectives, establish teaching objectives based on the theory of taxonomy of educational objectives, and implement teaching in teaching units in strict accordance with the teaching objectives.^[2] The teaching goal is the basis for unit teaching, formative evaluation, feedback correction, etc. The classification table of educational goals is divided into knowledge dimensions and cognitive process dimensions. The former is divided into four categories: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge, while the metacognitive knowledge consists of six levels: memory, understanding, application, analysis, evaluation and creation. For example, the unit teaching goal of college English may involve vocabulary, syntax, rhetoric, discourse, etc. Take vocabulary as an example, it may involve pronunciation, spelling, word family, basic meaning, extended meaning, common collocation, etc.. Then in the formulation of teaching objectives, we should classify many teaching contents into "knowledge dimensions" and define the cognitive levels of various teaching contents in "cognitive process dimensions" so as to realize the unification of teaching objectives, methods and tests. Therefore, in the selection of content for classroom leading-in, the teaching objectives of the unit should be strictly taken as the basis, so that students can meet the "cognitive prerequisite" of learning the unit as the design objective, reasonably select the imported content, and allocate the proportion of each imported content.

The key to the success of "mastering learning" lies in its "feedback - correction" link. Based on

group teaching, the teacher grasps the teaching progress by means of unit formative evaluation, and uses the feedback correction procedure to ensure that the teaching meets the needs of every student as much as possible, thus better overcoming the negative influence of standardization and synchronization in traditional teaching on the teaching quality. Therefore, the design of classroom leading-in should fully combine the results of "feedback" and the results of "diagnostic tests" before unit teaching, and determine the content scope and training intensity of the leading-in part according to the problem that students' feedback is relatively concentrated.

3. Several main ways of English classroom leading-in

Research shows that English learning motivation is closely related to English learning achievement. Interest is the key to all learning. Experienced English teachers must start to stimulate students' interest in English learning in each class. If teachers do not use effective teaching methods and means, the classroom will become boring and lifeless, and students' enthusiasm for English learning will be greatly weakened. Successful classroom leading-in depends not only on appropriate teaching equipment but also on excellent teaching skills. Its aim is to stimulate students' curiosity and enthusiasm for learning English.

3.1 Classroom questions

Excellent English teachers should be good at asking questions. Teachers can conduct classroom leading-in by asking questions, thus starting a new lesson. Targeted questions with new ideas can arouse students' curiosity and thus introduce students into English teaching activities. The questions raised in the class should be suitable for the topics and purposes of the class. Excellent English teachers should be able to select appropriate questions to ask before introducing English materials, guide students to think, and attract students to focus their interests on the classroom from the beginning of class.

3.2 Telling stories

Interesting stories can arouse students' desire to learn. Telling stories is a more practical method of classroom leading-in in English classes.^[3] On the one hand, teachers can introduce a new lesson by telling stories. Almost every student likes to listen to stories. Interesting stories can help students develop positive learning attitudes. The story can provide meaningful and natural context so that students can unconsciously enter an English lesson to learn. The context of the story can also help students understand unfamiliar knowledge and arouse their curiosity. On the other hand, telling stories can stimulate students' imagination. Teachers can also let students tell interesting stories so as to introduce a new lesson. Various interesting stories can create vivid classroom atmosphere.

3.3 Singing

Students are naturally lively and like singing. Therefore, they can introduce a new lesson by singing. Teachers can let students listen to English songs. Singing can keep students quiet and relaxed. In addition, there are many repetitions in English songs, which can help students effectively grasp the language points. Teachers can also let students sing songs, and then introduce the learning of new courses. The active participation of students can further improve students' enthusiasm and initiative in learning English and help form an active classroom atmosphere.

3.4 Playing games

There is no doubt that most students like to play games. The main purpose of the game is entertainment. Games can provide a meaningful learning environment. More importantly, games can enhance students' interest in learning. Generally speaking, when students are active, their memory is relatively strong and their learning effect is also relatively good.^[4] Games can help students keep their interest in English learning. Games can cultivate students' learning motivation, increase their sense of success and help them build their confidence in learning English well. If teachers can design interesting games to start a new lesson, students will immediately calm down and eagerly participate in English learning activities.

3.5 Drawing

Generally speaking, students' observation is very intuitive. Fascinating pictures or humorous sketches not only create a vivid environment for classroom teaching, but also can effectively attract students' attention. Teachers can introduce English classes by displaying diagrams, drawing diagrams, or allowing students to draw diagrams. It is hard to say which of the above methods is the best. Teachers should flexibly use these import methods according to different teaching materials and different environments. Classroom leading-in should meet the needs of students' English learning and make English classes more interesting.

4. The functions of English classroom leading-in

Classroom leading-in plays an important role in the success of a new lesson. Good classroom leading-in is conducive to cultivating students' motivation for English learning. The functions of English class leading-in can not be underestimated in English class learning.

4.1 To attract students' attention

In English learning, attention and interest are very important. If students do not pay attention to English, it shows that students are not interested in English. In the process of English studys, if the students have achieved something, they will be interested in English and pay more attention to English. For students, English learning begins with interest, and interest in English learning originates from concern for English. Attention is optional, and selection is based on goals and interests. Successful classroom leading-in can effectively attract students' attention and improve their interest in learning English.^[5] At the beginning of class, students may be in different emotional States. Some may have just finished physical education course and feel a little tired. Some may have just finished the game with their classmates, and some may be excited. Some students are sleepy from the beginning of class. If teachers can not shift students' attention to English classes, students will not be able to continue learning English. The learning effect is obviously not satisfactory. Experienced teachers usually use appropriate teaching methods or body language to attract students' attention and help students actively participate in English classroom teaching activities.

4.2 To overcome students' anxiety in learning English

The emotional state of students is very important in English learning. Anxiety may be the most common phenomenon in English learning. Students with learning anxiety cannot focus their attention completely on learning. All English learners have learning anxiety to some extent. Learning anxiety makes students nervous and unable to develop their abilities normally. Learning anxiety in English class mainly comes from fear of failure. Students are curious about English and are eager to learn English, but at the same time they feel nervous because they are worried about not being able to learn well. In English teaching, teachers' classroom leading-in can affect students' emotional state and reduce students' anxiety. First, teachers should organize classes in languages that students can easily understand. When teachers' English is clear and easy to understand, students will be interested in learning English and full of confidence. If the English teachers' English in class is obscure, students will feel nervous and lose confidence and interest. Secondly, during classroom leading-in, teachers' nonverbal activities, i.e. body language (facial expressions, eyes, gestures, etc.), can help students overcome situational anxiety. Teachers' graceful body language plays an active role in English teaching. For example, a teacher's affable smile, or a tap on the shoulder of a student, are emotional encouragement to the student and can reduce or eliminate learning anxiety.

4.3 To maintain students' interest in English learning

Successful classroom leading-in can attract students' attention and arouse their interest in learning English. However, the fact that teachers cannot ignore is that students' attention and interest are not stable, they come easily and go quickly.^[6] If teachers do not guide them in time, students will soon lose their interest in English learning. Therefore, teachers should use all possible methods to keep students concerned and interested in English learning. The key to maintaining learning motivation is to let students actively participate in English classroom learning. Successful leading-in can help students participate in classroom activities so as to maintain their interest in English learning.

It is not difficult to see that classroom instruction is not only a science, but also an art. To do a good job in English teaching, it is not enough to be enthusiastic and loving only to students. Classroom teaching is the main language input source for students. How students learn and what they learn depends on teachers' teaching skills. Teachers should study teaching skills for life, adopt flexible teaching methods and classroom leading-in methods, and strive to improve English teaching effect.

5. Several problems English classroom leading-in

Successful English classroom leading-in can indeed arouse students' interest in learning English. However, successful classroom leading-in and cultivation of students' interest in English learning are not an easy task. The following problems should be paid attention to in the leading-in of applied English classes.

5.1 Pay attention to teacher's words and deeds

English classroom teaching involves two aspects, namely, teachers and students. Teachers' words and deeds have a great influence on students. In English classes, students' emotional state is very unstable. Their emotional state is influenced by many factors. Teachers' behaviors, including voice and non-voice behaviors, are very important for teachers to effectively attract students' attention from the beginning. First of all, teachers' language should be beautiful, pleasant and tactful. If the teacher's language is full of enthusiasm and confidence, the students will naturally be infected and inspired. On the contrary, if teachers are depressed in class, students will feel unhappy and sleepy and have no desire to learn English.[7] If the teacher is absent-minded from the beginning of the class, there is no doubt that the teaching effect cannot be satisfactory. Therefore, teachers should pay attention to their own words and behaviors and use various effective activities to attract students to focus on English learning from the beginning.

5.2 Diversify classroom activities

Classroom activities need diversity. Teachers should try their best to use various teaching methods to arouse students' enthusiasm for English learning. If teachers always use the same method at the beginning of each lesson, students will feel too old-fashioned and have no new ideas. Therefore, teachers should consciously design appropriate teaching activities to encourage students to maintain and enhance their interest in learning English. Only when students experience rich classroom activities can they enjoy happiness in English learning.

5.3 Use flexible classroom leading-in methods

In classroom teaching, teachers should use flexible methods to conduct classroom leading-in. That is to say, teachers should adopt different classroom leading-in methods according to different classroom contents and different classroom environments. In addition, teachers should fully understand students' characteristics, abilities, advantages and disadvantages. The purpose of teachers' classroom leading-in is to meet students' emotional needs and improve students' interest in learning. Teachers should judge the effect of classroom leading-in and make timely adjustments. Once the teacher feels that the students' interest in the classroom is reduced, he should take immediate measures, such as improving the voice, changing the speed of speech and stress, etc. In short, teachers should flexibly use classroom leading-in skills to attract students' attention and help students actively participate in English classroom teaching from the beginning.

5.4 Arrange suitable time for classroom leading-in

The main function of classroom leading-in is to focus students' attention on the classroom and arouse their interest in learning English. Therefore, teachers should make strict demands on classroom discipline so that students can enter the classroom in advance and classroom teaching activities can be carried out as soon as the bell rings. Teachers should reasonably arrange the time for classroom leading-in. If the time for classroom leading-in is too short, classroom leading-in cannot help students return to English classes from different emotional States. If the leading-in time is too long, the students will feel that it is lengthy, and the teachers do not have enough time to learn effective language materials.

5.5. Establish a good relationship between teachers and students

In English classroom teaching, students will pay more attention to and be more interested in English classes when students' favorite English teachers enter the classroom. Research shows that a good teacher-student relationship can make students have a more positive attitude towards English. If students do not like English teachers from the beginning, students cannot like English classes. Experienced English teachers should clearly realize the importance of teachers' image in students' eyes. During the classroom leading-in phase, when students cannot answer the questions raised by the teacher, if the teacher encourages the students, or patiently inspires the students to think and answer the questions, the students will regard the teacher as friends. When students make mistakes in reading English words or sentences, if the teacher patiently guides them instead of satirizing them, the students will be grateful and love the English teacher, and thus like English learning. In addition, regular exchanges with students, making friends with students and participating in sports activities with students are all effective ways to establish a good relationship between teachers and students.

6. Conclusion

To sum up, the leading-in of English class is an indispensable link to improve the English teaching effect and improving the art of introducing English class is a long and long process. There is no conventional model for English classroom teaching. Teachers need to deeply understand and study how to make full use of classroom teaching methods to stimulate students' interest in English learning to the greatest extent, so that students can fully participate in English classroom teaching and achieve the expected learning effect. Teachers must continuously sum up and accumulate successful teaching experience in teaching practice, and at the same time continuously analyze deficiencies and find ways to solve problems in order to gradually form their own unique teaching style, make their teaching skills more and more perfect, and make English classes full of vitality.

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