

# On the Application of Intervention Measures in English Teaching

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**ABSTRACT:** *In the process of English learning, students will always encounter some problems, resulting in low learning efficiency, weariness and even giving up learning. Based on this, the relevant departments of the school should take corresponding measures to intervene in order to help students solve problems and get out of difficulties. This paper analyzes the causes and characteristics of English learning failure, and puts forward several intervention measures, aiming to help students turn around the situation and get on the right track.*

**KEY WORDS:** *intervention measures, English learning, dilemma, application*

## 1. Introduction

There are various reasons for English learners' learning disabilities. In some cases, the teaching environment is not ideal, which can directly lead to students' learning disabilities. For example, some students have poor English foundation and are not suitable for the whole English teaching or bilingual teaching. Some students encounter learning obstacles due to dialect or cultural differences. If teachers do not adjust teaching methods according to the specific situation of students, students' learning disabilities will become more and more serious. There is another type of students who do not have good learning habits and learning ability, they need to accept special teaching methods to make progress [1]. In English teaching, the great difficulty faced by teachers is to determine whether students' learning disabilities are caused by poor English foundation or not having good learning habits. Due to the lack of appropriate evaluation system and the lack of English teachers who have solid language skills and comprehensive cultural connotation, English learners are in a very unfavorable position. At the same time, due to the lack of English teachers who can meet the needs of students to learn language and improve their learning ability, students feel more difficult in learning English.

## **2. The characteristics of English learning failure**

### ***2.1 The purpose of learning is not clear, lack of intrinsic motivation and self-consciousness***

Most students think that English is just to deal with the work and avoid the blame of teachers and parents. Their attention is not focused, external small stimulation will interfere with it, leading to slow down the learning speed and increase the number of errors. It is precisely because learning English has not become their internal need, so they can not form a conscious intention to learn. Once they encounter setbacks, they will never recover, and their English learning performance is getting worse and worse. Learning English is boring, boring, lack of interest in English learning, low mood.

### ***2.2 Lack of persistence in learning English***

Most of the poor students have poor willpower and patience in learning English. They are not willing to do long-term hard research. They are used to learning in a casual way and often repeat the same mistakes. For some inquiry questions, they often give up and are not good at exploring actively.

### ***2.3 Learning efficiency is not good***

Many students have a strong psychological dependence, do not master the initiative of learning, passive learning, for learning unplanned, do not preview before class, class can not concentrate on listening, or can not grasp the main points, just remember some examples on the blackboard. After class, they don't digest and consolidate in time, and they don't look for the connection between knowledge points. They just catch up with homework and don't make periodic summary.

### ***2.4 The foundation is not solid, and the knowledge and ability for further study need to be improved***

The depth and breadth of English learning knowledge is constantly improving, which requires students to master the basic knowledge and skills to prepare for further learning. Some students who feel good about themselves often despise basic knowledge, skills, methods and basic training, forget what they have learned before and after learning, and are at a loss for new learning. They are not good at connecting old and new knowledge through association and bring them into the corresponding knowledge system.

### **3. The application of intervention measures in English teaching**

#### ***3.1 It is a valuable emotional experience to create a sense of achievement for students in foreign language learning***

Practice has proved that students' motivation and self-confidence come from their own continuous success and full display of talent, as well as the recognition of their own value[2]. Therefore, we should consciously create performance opportunities for each student. In class, we should design problems according to the actual level of students, so that students can learn with a happy mood. Praise and encourage their progress in time, so as to help them gradually regain their interest and self-interest in learning a foreign language.

#### ***3.2 Guide students to make correct attribution of learning failure and cultivate students***

Students with good non intelligence quality tend to have two attributional tendencies towards their academic success and failure, namely, internal attribution and external attribution. The students who belong to the internal attribution tendency have strong achievement motivation. They often think that their poor foreign language learning results are due to their insufficient efforts and internal factors. Therefore, they will be more diligent and enterprising in the future. However, the students who belong to the tendency of external attribution tend to attribute their poor academic performance to the difficulty of foreign language learning or other external factors [3]. They always emphasize the objective reasons rather than find the reasons from themselves, so they are lazy and do not think of making progress in their studies. Therefore, teachers must guide students to correctly deal with the failure in learning, develop positive attribution tendency, guide them to correctly analyze the causes of failure, and develop good psychological quality.

#### ***3.3 Take different education measures according to different situations of students***

There are individual differences between students in physiology and psychology. Teachers should take different education measures for different students. Generally speaking, for those students who study carelessly and don't seek a better understanding, we should mainly cultivate their good psychological quality, enhance their perseverance and the spirit of striving for perfection, and overcome the shortcomings of half understanding and giving up halfway. For the weak willed students, we should improve their self-control ability. For introverted students who lack self-confidence, we should encourage them in spirit and enhance their confidence. Only in this way can different types of students gradually form a sound and excellent psychological quality, and comprehensively improve their own quality.

### ***3.4 Teaching analysis***

Teaching analysis should be carried out in strict accordance with the steps. First of all, the teacher teaches in the normal way, and then tells the students who fail to achieve the expected effect in different ways. Finally, the teacher uses the assessment method to judge the causes of students' learning disabilities. In the whole analysis teaching process, teachers should make teaching evaluation according to the changes of students' achievements, formulate teaching plans and adjust teaching methods according to the evaluation data.

### ***3.5 Cooperate with experts***

Close cooperation with experts and peers, paying attention to the learning habits of problem students, and proposing targeted solutions are conducive to the implementation of intervention measures. Teachers can share teaching resources, listen to each other, put forward suggestions for improvement, and jointly improve the quality of teaching and enhance the teaching effect [4]. No matter what English courses teachers teach, no matter which class they give, no matter what kind of background students have and what their learning situation is, teachers should take it as their own duty to help students improve, improve their academic performance and develop good learning habits, and make concerted efforts to do a good job in Teaching.

### ***3.6 Teacher support group***

The teacher support group can help teachers solve the problems encountered in daily teaching. The teachers' auxiliary group is generally composed of 4-6 ordinary teachers and one teacher. The teacher support group designs intervention measures for teachers. They analyze the nature of the problems faced by students, determine the order of intervention measures, assign their respective tasks, formulate tracking plans, and monitor the progress of students.

### ***3.7 Teaching incentive principle***

Teaching incentive principle is one of the important intervention measures. In order to arouse the students' enthusiasm and enthusiasm in learning English, teachers should actively explore the essence of English learning and achieve the purpose of learning English actively and effectively. Teaching motivation can be carried out from three aspects: first, to create conditions to stimulate students' thirst for knowledge; second, to cultivate students' interest in learning; third, to stimulate students' learning motivation.

### ***3.8 Working group on special education***

When these interventions fail, it is necessary to use the special education working group, whose responsibilities are similar to those of the teacher support group. The main difference is that the working group on special education includes educational experts, such as principals, teachers specializing in education, and evaluators [5]. The special education working group focuses on the assessment of problem students, the diagnosis of problems and the provision of special education methods. The conclusions of the working group on special education come from the data of intervention stage and the analysis of special problems. It is generally accepted that the working group on special education can only be used if the following conditions are met.

## **4. The premise of effective implementation of intervention measures**

### ***4.1 English teachers should reach a consensus on effective teaching methods***

English teachers should reach a consensus on many factors that affect students' learning, how to carry out English teaching and what kind of teaching methods should be adopted. It includes: the relationship between mother tongue and foreign language, the assessment of the proficiency of mother tongue and foreign language, the influence of social culture on English learning, effective English teaching methods, the evaluation system for measuring the progress of students, and the means of effective communication with families of different cultures and backgrounds.

### ***4.2 English teachers should have rich and substantial teaching programs***

Students should not only learn to master reading skills, reasoning skills, writing skills and other skills related to English learning, but also understand all courses and be familiar with teachers' teaching methods and means. Therefore, teachers must master rich and substantial teaching programs to meet the needs of different students in different English subjects.

### ***4.3 English teachers should adopt effective teaching methods***

Teachers should adopt a variety of effective teaching methods to help students improve their English learning performance. For example, we should use the knowledge learned before to speed up the learning of new knowledge, provide opportunities for students to review and consolidate the knowledge they have learned, teach students how to use these knowledges flexibly, give individual guidance, help and support to individual students, and make up for the gap caused by different family backgrounds.

#### ***4.4 English teachers strive to create a harmonious relationship between school and society***

The parents of students are the strong backing of English teaching and the valuable resources in the school teaching reform. Through cooperation and communication with students' families and society, teachers can further understand students' social, linguistic and cultural atmosphere, and then respect students' individual differences, and realize the importance and necessity of taking intervention measures and adopting different teaching methods[6].

#### **5. Conclusion**

In a word, school leaders, education experts, teachers, parents and the society should start from the needs of social development, combine with the teaching environment, teaching conditions and the actual situation of teaching objects, cultivate students' English ability, develop students' interest, and form good learning habits. Only in this way, can English teachers effectively help students solve specific problems, overcome the difficulties encountered in English learning, so that students will no longer fear English, but learn English with interest and confidence.

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