

Research on Primary English Teacher's Classroom Discourse

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Abstract: At this stage, our English classroom is still one of the courses that primary school students must learn. It aims to cultivate students' English language skills. The teaching behavior of teachers in the classroom will have an impact on students' learning efficiency. Teacher discourse is the teacher's implementation of teaching work. The important way is also the main form of cultivating students' language input. The actual classroom teaching and language exchange with students is of great significance to the improvement of students' learning level. At present, Chinese scholars have relatively more research on the discourse of primary school English classroom teachers. Less, therefore, the author mainly discusses the English discourse adjustment and control methods in the classroom teaching of primary school English classroom teachers, and summarizes the existing problems. Finally, the corresponding thinking and insights are put forward, in order to bring the relevant primary school English teachers. Learn from and reference.

Keywords: Elementary school; English course; teacher; Classroom discourse; Application

1. INTRODUCTION

There are relatively few studies on English classroom teacher discourse in China. Some scholars discuss the level of classroom discourse, and some scholars analyze it from the linguistic level. However, after the author summarizes, there are few studies on the discourse of teachers involved in primary school English classroom. At the same time, most of the researchers directly ignored the discourse characteristics of primary school English teachers. Therefore, the author combined with his years of work experience to explore the use of teachers in primary school English classrooms, hoping to make more English teachers aware of teacher discourse in classroom teaching. The importance of this, and pay attention to the use of discourse in the classroom, continues to summarize in practice, adjust the dialogue language, so that students systematically build English knowledge, and lay a solid foundation for future English course learning.

2. THE MAIN FEATURES OF PRIMARY SCHOOL ENGLISH TEACHER DISCOURSE

Teacher discourse plays an extremely important role in the learning efficiency of students in the classroom

teaching. Students in the English classroom combine the teacher's words, target and understand the course content, and have realistic suggestions for the improvement of students' learning efficiency. The author first analyzes the characteristics of the teacher's discourse, mainly reflected in the following aspects.

Primary school English teaching is mainly for younger students. Their understanding ability may be limited. At the same time, in the process of learning English knowledge, there is a process of continuous digestion and understanding. In the process, Output capacity and acceptance will be imperceptibly improved. Therefore, English teachers should adhere to this principle, and the dialogue language should be effectively organized not only to meet the learning needs of students, but also to integrate the cognitive level of students so that the words can be accepted and understood by students. It should be noted that Discourse should not be too simple, and it will usually improve the difficulty of the words on the basis of acceptable students.

Second, it reflects the personality characteristics of teachers. The teacher's discourse is flexible and changeable. In this process, the teacher's personality characteristics, professional standards and the ability to control the language are affected, which makes the teacher's discourse characteristics different.

Third, English teacher discourse is an important medium of communication, with demonstration and teaching two functions. In the process of using English language to communicate with students, teachers will strengthen students' understanding of English knowledge to a certain extent. In the face of new words and strange phrases, students will also concentrate their own attention and expand their vocabulary effect.

In the process of classroom teaching, it is necessary for English teachers to highlight the key points of teaching, mobilize the students' initiative, and repeat the key vocabulary and information, which is conducive to self-correction.

3. THE DISCOURSE PROBLEM IN PRIMARY SCHOOL ENGLISH CLASSROOM TEACHING

First, classroom language is not standardized. Often, there are various situations such as incorrect word order, mixed Chinese and English, confusing single and plural numbers, and incomplete matching. For

example, Open page 35, see the first question. This is a typical Chinese-English mix and match phenomenon. Most English teachers are difficult to control their own language expression in the process of English classroom teaching. It is easy to show the expression of Chinese and English mix and match, which can not reflect the rigor of English teaching. It will make it difficult for students' attention to be fully concentrated. For example, Prepare your English exercise book. This sentence mainly guides students to prepare all relevant workbooks. At this time, they should pay attention to the application of singular and plural numbers. In this sentence, "book" should be changed to "books" form.

The questions enumerated by the author above are all the mistakes caused by the lack of professional literacy or the speed of speech in the process of primary school English teaching. Many of the problems are habitual errors, and some teachers are not even aware of the English expression habits. The mistakes that lead to inaccurate language expression are misleading to students and are not conducive to the growth of students.

Second, there are problems in the process of speaking. In the process of expounding discourse, there is often redundancy. Under the traditional teaching mode, teachers are usually the center. Such a teaching mode is not conducive to reflecting the subjective status of students, and it is difficult to improve students' enthusiasm for learning. Under the circumstance, more and more teachers began to gradually change the teaching mode, reflecting the subjective status of students. Student-centered English classroom teaching has begun to be implemented throughout the country. Under this educational background, teachers should limit the time of explanation to the minimum in the classroom teaching of primary school English, provide opportunities for students to participate in the classroom, and guide them to fully express their own emotions and reduce unnecessary explanations. However, there is still a phenomenon of mechanical duplication in the practical teaching of teachers, and the problem of discourse redundancy is serious.

Third, there is a lack of coherence and logic in the process of discourse transmission. In the process of primary school English teaching, the teacher's discourse expression is in a state of dynamic change. In this process, the learning difficulty of the students will inevitably increase. In the process, if there is a lack of coherence and logic, and many disparate discourses are piled up together, then Discourse will appear dispensable, and students' attention will not be effectively concentrated, which is extremely unfavorable for students' learning and growth. In addition, some teachers' discourses are seriously lacking in relevance, and there are unreal and incoherent situations between discourses. Students cannot fully understand and digest English knowledge.

Questioning is in the form, lacking practical value. In the process of primary school English teaching, teachers often ask questions that lack informationality. For example, how are you today? And Do you like English? Such questions seem to be asking students' opinions, but in reality they lack actual content, the amount of information is insufficient, and the students' answer space is narrow. Not only that, the answer to the questions is not suspense, and it is difficult to improve students' interest in learning. Will answer "yes" or "no", such questions are mostly routine, students do not care about such issues, it can be seen that if the students' questioning methods are unreasonable, it will also cause problems in the questioning discourse, affecting English courses. Third, the teacher's discourse control method in the process of primary school English classroom teaching Under the current background of new curriculum reform, the responsibility of primary school English teachers is even more important. In the process of English teaching, teachers are not required to directly explain grammar, vocabulary and sentence patterns. Such teaching methods will enable students to speak English. Knowledge is a contradiction. It is difficult to understand English vocabulary, and it will be annoyed by the inability to remember words. It is extremely unfavorable for students to improve their English learning. Under the traditional teaching mode, when teaching new vocabulary, teachers will directly inform students of their Chinese meaning, and then guide students to follow and increase the students' impression of vocabulary by spelling. However, such mechanical teaching methods will only make Students develop the habit of rote memorization and gradually lose interest in the English course, but if the teacher gives full guidance and guides the students to comprehensively observe the vocabulary and make a practical understanding, and then understand the meaning and usage, then it will be great. Improve the learning effect, and also enable students to keep in mind the relevant vocabulary.

In the process of discourse expression, if the teacher is too simple, it will be the interest of the students to lose competition and challenge. If the expression is too difficult, the students will have a resistance and directly choose to give up. Therefore, the classroom teaching of the teacher should be combined with the recognition of the students. Knowing the level and learning ability, making targeted questions, making the problem more close to the students' thoughts, and stimulating students' interest in learning, actively participating in the English class, thinking about the questions raised by the teachers, and then expounding their own opinions. In this process, the teacher-student relationship will be deepened to a certain extent, and students will strengthen their understanding and mastery of knowledge in the process of serious thinking. This requires teachers to fully contact the students' actual life, make the

problem more acceptable to the students, and provide students with opportunities for language expression. Primary school English classroom teaching, teacher's discourse elaboration and problem setting should reflect relevance and logic. The so-called logic means that teachers should pay attention to the coherence of content in the process of discourse expression, and make the discourse more hierarchical. The order, training students' logical thinking, in this process will also subtly improve students' language use ability, enhance students' comprehensive quality, and lay a good foundation for future growth and development. In the primary school English classroom teaching, teachers should make the language expression more standardized and easy to understand. The so-called classroom terminology refers to the teacher should try to make the students understand when applying the teaching discourse, and finally reach the classroom activity organization and management. The choice and application of classroom language should adhere to the principle of normativeness, which can play the role of organizing teaching. From the perspective of students, it also has a certain exemplary role. Students will find valuable value when they learn the language information of teachers. In this process, teachers are required to make classroom language more accurate and standardized, to achieve smooth tone, natural tone, accurate speech, appropriate speech rate, etc. Not only that, but also provide students with an effective model language, as far as possible the following points are required.

First, to ensure the accuracy of the content of the discourse, this requirement refers to the teacher should reflect the authenticity of the content when using the classroom discourse, avoid the existence of false content, mislead the students, or limit the students' understanding of knowledge.

Second, it is necessary to ensure the authenticity of the communication behavior. This requires that the teacher should meet the natural and real requirements in the process of communication with the students, make the whole communication process more smooth, and highlight the authenticity of the discourse situation.

4. CONCLUSION

In summary, under the background of this new curriculum reform, primary school English teachers must change their own thinking consciousness, reform and innovate the teaching model, combine teaching objectives, and apply practical teaching methods. In this process, dialogue should be used. Effective control, combined with students' cognitive level and growth rules, give positive feedback, reflect students' subjective status, and exert their guiding advantages to guide students to participate in English classroom interaction, so that students realize English knowledge learning The fun, the choice of the teacher's discourse in the English classroom teaching process and the application often have various

problems. At this time, we should conduct a comprehensive summary, formulate practical solutions, improve students' English learning efficiency, and create a good classroom environment. Students' growth and development lay a good foundation.

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