

Teaching English methods in primary school of China

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Paper received 24.04.17; Accepted for publication 02.05.17.

Abstract: teaching English methods in primary school of China were considered. It was revealed that Chinese teachers have adopted Western methods of teaching English. The popular methods of teaching English in China are traditional methods such as communicative method, audio-lingual method and grammar-translation method. One of the modern methods of teaching English in primary school is game method. They also have their own effective methods of teaching English: method of Total Physical Response, the method of Presentation, Practice and Production and the method of Task Based Learning, Situational Teaching Method

Keywords: *teaching methods, primary school, communicative method, audio-lingual method, grammar-translation method, game method, the method of Presentation, Practice and Production, the method of Task Based Learning method of Total Physical Response, China.*

Problem statement: with the modernization of the education system in Ukraine the decision was made to create a new modern school. The aim of the new school is a versatile development, upbringing and socialization of personality. To give the child the opportunity to feel free in mind and to defend their point of view. To teach the child to build their thoughts correctly and clearly. Speak not only their native language but also to communicate fluently using foreign language. For this purpose, it was decided to increase the hours on the study of subjects: Ukrainian, Mathematics and Foreign language. The same task for the students put forward not only in Ukraine but throughout the world where English is studied as a foreign language. English begin to study from elementary school in China. As in Ukraine, so in China there are several types of schools in which English learning takes place at various levels. Learning foreign languages will have a positive result and will meet the modern requirements, the teacher should clearly decide what methods of teaching he will choose for students.

Analysis of recent researches: in the domestic scientific-pedagogical space the research subject reviewed in the works: Borevsaya N., Klepikov V.

This issue engaged foreign scientists: Brown G., Antony E., Richards J., Renandy B. etc.

Methods' of teaching English as a foreign language were interested in Chinese researchers: Zhang Zhuncai, Zhang Chengdun, Fu Yao, Lu, Qing Wang who is interested in English curriculum reform and ELT methodology and action research etc.

The aim of the article: to consider various methods of teaching English in primary school of China and find out the most appropriate method of teaching English for young students.

Basic material statement: Study of English in China began in the 1800s. It should be noticed that teaching English for young learners has become very popular in the last 15 years in China. The reasons for this is that English has become the lingua franca of international communication [5, 114]. Since that time, it was used a lot of techniques in teaching English. Among the more famous methods used that time were the direct method, situational method, the silent method, grammar-translation method, audio-lingually method, rote learning and communicative teaching method. Not all methods of teaching are used nowadays. The most famous and effective methods of learning reached to our times and are used

today: grammar-translation method, communicative method and audio-lingual teaching method. Teachers should found the best ways of presenting English as a foreign language and analyzed which of these methods is effective.

Grammar-translation method. This method of teaching is used for a very long time in the Chinese practice. This is one of the methods of teaching, which has been preserved throughout the history of English language teaching in China. English learning is focused on reading and writing, and covers grammar and vocabulary. Using this method of teaching affects the development of students logical thinking through grammar exercises [1, p.288]. It should be mentioned that the explanation of the grammar rules is studied deductively — in the native language of students. Grammar rules are studied detail. After the students internalize grammar rules, they start to practice. In practice, students do the exercises on translation, which require using of morphology and syntax of the target language.

This method of teaching is widely used translation of texts and sentences. Students also practice drilling vocabulary and the learning of classical literary works by heart. One of the dominant aims of this method is the ability to read English and to translate texts into their native language. The student should not only to read well, but to be able to translate it. To translate the text efficiently, you should know each word in the text. Thus, with each new text, the student should learn about 400 new words. Unfamiliar words should not only be memorized, but know the exact Chinese translation and be able to explain the meaning of this word in this text. The student must not only explain the meaning of the word, but to know what this part of speech and know if there are synonyms and antonyms to this word. If this word is used in phrases and have a different interpretation, the student should give an example. If the teacher will have questions about grammatical rules, the student should remember the rule and explain why we use this or another rule in the text. After becoming clearly that the students had a good command of new words, phrases, the class moves on to consolidate new knowledge — doing tasks after the text. After the text exercises include such tasks as gap-filling with new words or phrases, choose synonyms or antonyms, to connect the meaning with explanation and translation exercises. This method of teaching the teachers are combining

with other no less useful and effective teaching methods, such as audio-lingual method.

Audio lingual method is used not so long ago in China. This method is popular since the 1950s in the United States. Charles Frieze and Robert Lado were its creators. This method of teaching began to be used only in 1960 in China. When this method began to use in China for the first time, it immediately was rated it very highly. Firstly, this method was used only in higher educational institutions, and then audio lingual method has spread across the country. It began to be used at other levels of education, namely primary and secondary school [2]. In those days, were appreciated the skills of listening and speaking. As we know, the basis of language is sound. To start learning any language, you need to know the sounds. Mastering of oral speech and reading aloud, impossible without stable audio-spoken and rhythmical-intonational skills [1, p.105]. In contrast to the grammar-translation method, audio-lingual method focused on the development of oral skills and provides the avoidance of errors in oral speech. The using this method in the English lessons gives learners the opportunity to pronounce the words correctly and making up the sentences with the correct intonation. This method of learning Chinese audience liked very much and it is widely used in the modern school. Based on the new curriculum, recommendations, syllabus and modern textbooks, we find out that this learning method has taken root and has its advantages. Among the advantages of using this method of teaching first of all are allocated the formation of good oral habits. Methodists and teachers noted that the development of language skills should only be made through out listening. When the child learns all the sounds correctly, it will have a good foundation for the further development and improvement of other language skills. The disadvantage of this method is that students develop mechanical habits of speaking. Even though in China this method of learning doesn't like very much, teachers are not ready to abandon it. Increasingly, in elementary school, especially in private, international or mission school, this method of learning becomes actual.

The following method, which is used in English lessons in China is communicative teaching method. This method and today is a leading teaching method in China. This method is innovative method in English language teaching in schools of China, which is used at all stages of the study. Many scientists from different countries took a part in developing this method of learning. Among the most famous proponents of this method can be named Pifo (Germany), Littlewood (England), Passov (Russia). With carrying out a new reform in the field of education in 2011, scientists came to the conclusion that English language learning should be focused on real communication. The Students are preparing to use English in daily life, be able properly make up sentences, ask questions and answer them. Communicative method includes not only the opportunity to build their speech correctly but also aims at the understanding of the texts, memorizing new vocabulary and the rules. It is very difficult for Chinese students. Firstly, in order to properly construct a sentence, students need to know words, phrases and rules of using words in the sentence, namely, to determine the form of the verb and know which word to put and where to set the articles correctly. Secondly, students have so

many wrong words (the replacement of some sounds to others, trying to say one word, but they say another word, that's why it is very difficult to concentrate to grasp the meaning of the sentence). In such situations, the teacher act is as an intermediary between communicators. While using this teaching method on the English lessons, teachers have resorted to the use of supports of different types: visual, which helps students properly build their statements, diagrams, plans, tips, phrases, dialogues and so on. The teacher plays the key role in such activity. The teacher sets up the challenge to students and they must solve it using dialogues. Grammar-translation method prevalent in English lessons. A growing group of teachers, relying on the variety of teaching methods are trying to preserve traditional methods, relying on the fact that they are more effective. Another group of teachers use the traditional teaching methods with more recent innovative methods of teaching to meet the needs of the student and of the present. In such way, the teachers are not stopping, trying to improve their teaching methods. They do not take responsibility of any methods of teaching but using what they consider to be the most useful of all available teaching methods.

The following method is the method of "TRP" (Total Physical Response). This teaching method was invented by James Asher. His teaching method is a success in primary school and is based on the assertion that the absence of stressful situations increase the motivation [1, p.304]. This method of work inherent to the Chinese English teachers. They like to use this method during their lessons. This method helps students to learn and consolidate new lexical material. It is recognized as the most effective method of teaching English to children. This teaching method is very simple and interesting. The aim of this method is that the teacher should not use native language during English lessons. The main principles of this method are: a quick understanding of English, the child understands actions and eventually begins to speak English without coercion. Over time, the child becomes accustomed and begins to do whatever the teacher says. First, the teacher uses not only language but gestures too. It's very interesting for students. Over time, teachers' instructions become more complex, but the students don't notice this. For example, the teacher says "Sit", then adds a unfamiliar word and forms the phrase "Sit down", then the teacher adds the new word — please "Sit down, please", the teacher turned to the children asking "Students, sit down, please". Thus, the student not only does what the teacher says, but also enriches his vocabulary with unfamiliar words and expressions. Using such non-Intrusive method, students are learning new material. This method is effective while learning new rhymes and songs. If you pay attention to the fact that English children's songs and poems aimed at implementation of those or other actions, "Hands up, hands down hands on hips, sit down" or "put your finger on your nose, on your nose...", children learn to execute commands and memorize parts of the body. After this method of learning, students can speak English better and do not notice how they had learned many new words.

Let's consider next method of learning English which is called PPP (Presentation, Practice and Production) — is the most effective method in the study of English as a

foreign language. This method of learning is used in many countries, and China is no exception. This method is very effective in primary school at the primary level of education. It is used by teachers for presentation of new material: new words, rules, sounds, phrases or parts of speech. Also, this method is used in learning a new lexical material or new grammatical rules. Then the teacher establishes the new material (practice) through a variety of tasks and exercises. After completing the practical tasks, students move to the production and activation of acquired knowledge. Using this method of learning, the teacher is very quick notices the successes of his students. In turn students do not notice how quickly they learned to use new knowledge in practice. This learning method is closely connected with the following method of teaching which is called TBL.

TBL the method of Task Based Learning. This method of learning is used to teach students how to reach the goal by themselves. This method is like the communicative teaching method, where students learn to use “alive” language. The aim of this method of teaching is to teach students to speak English. The teacher should help students to develop the skills of language competence. First, the student learns a new phrase, and then he tries to say it, after his attempt to pronounce new words and phrases the student finally pronounces them and in the end, the student uses the new words in his daily life [6]. In this teaching method, the teacher has a key role. The teacher helps students. The purpose of learning any foreign language is to use it in real life. The specificity of this method of teaching is the use of authentic materials, which are taken specially from real life, not created artificially. Unfortunately, this teaching method is not suitable for students 1 – 4 grades, but it can be used for students 5 – 6 grades.

At the present stage of English language teaching of younger students in China, allocate another teaching method which is called game method. Games ought to be at the heart of teaching foreign languages. Games create a bridge between learning and doing [3]. The main function of this teaching method is the combination of development, teaching and education of the student. If the teacher decided to use the game teaching method at the lessons, he must be sure that the games that he decided to use in the classroom are properly planned and related to the topic of the lesson. At all levels of education, games have amazing power to engage, challenge and delight students who may resist more conventional materials. Depending on the groups of games, the teacher organizes play activities. The game is divided into three groups: communicative games, conditional and communicative games and silent games. The game should help the teacher in accomplishing the set objectives and goals. When using the gaming method of learning, children should in a free, not forced to learn new words, phrases, rules of pronunciation, to learn to read and write, do not hesitate to answer the teacher and to make mistakes. When using the game method of learning the interest in studying English increasing in twice. Children have a better understanding of the teacher and the teacher easier to explain new material to their students. In order to the game-lesson was conducted successfully, should clearly follow the rules: every game has rules. If we organize a game in the classroom just to pass the time, then this game will not bring a good

result, it will not be effective. Each game has an aim. At the beginning of the lesson the teacher presents the purpose to students which they should reach by the end of the lesson. In the end of the game the teacher announces the winner by the results of correct answers or more correct points. It should be mentioned that each game has the beginning and the end. The game should be interesting and easy. There are a lot of advantages of using game method on the lesson. One of these advantages is that the lessons become interesting. Shy students can reveal their weaknesses. Also, the game helps cooperate with all the students together. They work all together: they communicate, do various kinds of activities. Students perform all types of activities — improving the skills of speaking, reading, writing and listening. Most importantly, that students use the communicative form of work, namely are communicating only in English. Last years in Chinese elementary school is used this method of learning. The use of role-playing games at the English lesson allows students and teacher to communicate freely. The teacher creates many new situations for students’ communication. It is very important to have interaction between teachers and learners. However, as the children’s language develops, the interaction becomes more effective and encourages language creation [5, 116].

The situational teaching method has increasing popularity among teachers and students in Chinese primary school. The aim of using situational teaching method is to create a scene based on the demand and the content of the textbook to make students practice spoken English in a relaxed atmosphere. If teacher wants to use this teaching method on his lessons, the teacher will make purposeful introduction and create vivid scene. By this way, the teacher develops students’ psychological function and helps students understand teaching materials. Pupils can receive a lot of language materials in the natural or artificial scenes to express social and subjective cognitions so their inner fillings can be effectively expressed [4]. This method has the advantages in primary school: it is fit to students’ psychological characteristics and age characteristic; it can strengthen children’s memory; it is practical to children’s thinking ability of development. Teachers in primary school should provide a lot of chances for the students to practice their oral English. In the teaching process, the teacher cannot bring the real situations into classroom, he can only imitate the scenes of the life and create the language context that is relatively vivid.

Conclusion: Were considered the methods of teaching English in primary school of China. Were characterized the traditional methods of teaching English such as grammar-translation method, audio-lingual method, communicative method and game method. Also, were considered modern methods of teaching English in Chinese primary school which are used in government and private schools the method of Total Physical Response, the method of Task Based Learning and the method of Presentation, Practice and Production. Were considered that none of these method is not effective. It is very difficult to find out the most appropriate method of teaching for Chinese students, therefore to achieve the goal, it is recommended to combine several teaching methods in the English lesson, creating your own effective method. No one method or technique can be universal applicable to all

teaching situations, but with modifications, some methods which work satisfactorily for the learners in one class or school may also be suitable for the learners in another

class or school. All these methods are used to improve the efficiency of spoken English in primary school. Teachers should pay attention to the spoken English teaching.

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Методи навчання англійській мові в початковій школі Китаю

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Анотація: розглянуто методи навчання англійській мові в початковій школі Китаю. Було виявлено, що китайські викладачі перейняли західні методики викладання. Популярними методами викладання англійській мові в Китаї є традиційні методи такі як комунікативний метод, аудіо-лінгвальний метод, граматико-перекладний метод. Із сучасних методів викладання англійській мові у початковій школі виділяють ігровий метод. Також у Китаї використовують методи навчання англійській мові — метод повної фізичної релаксації, метод презентації, практики та репродукції, метод навчання на основі завдань, ситуативний метод навчання

Ключові слова: методи навчання, початкова школа, комунікативний метод, аудіо-лінгвальний метод, граматико-перекладний метод, ігровий метод, метод повної фізичної релаксації, метод презентації, практики та репродукції, метод навчання на основі завдань, ситуативний метод навчання.

Методы обучения английскому языку в начальной школе Китая

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Аннотация: рассмотрены методы обучения английскому языку в начальной школе Китая. Было обнаружено, что китайские учителя переняли западные методики обучения. Популярными методами обучения английскому языку в Китае это традиционные методы, такие как коммуникативный метод, аудио-лингвальный метод, граматико-перекладной метод. Из современных методов обучения английскому языку в начальной школе выделяют игровой метод. Также в Китае используют такие методы обучения английскому языку как метод полной физической релаксации, метод презентации, практики и производства, метод обучения на основе заданий, ситуативный метод обучения.

Ключевые слова: методы обучения, начальная школа, коммуникативный метод, аудио-лингвальный метод, граматико-перекладной метод, игровой метод, метод полной физической релаксации, метод презентации, практики и производства, метод обучения на основе заданий, ситуативный метод обучения.