Short Research Article

On the Application of Game in Primary School English Teaching

Song Jing[1*] & Zhu Fangrui[1]

[1] School of Foreign Language, Shan dong Jiaotong University, Jinan, China

[*] Song Jing, School of Foreign Language, Shan dong Jiaotong University, Jinan, China

Abstract

In our country, English teaching has always played an important role in primary school, middle school and even higher education. Especially in primary school, it is essential to cultivate students' basic English literacy so as to lay a solid foundation for students' English learning in the future. However, there are many problems in the process of English teaching in primary schools. A dramatic shift in the traditional notion of primary English teaching, especially the English teaching method, is unavoidable. Additionally, it is sensible to put game into practice. Based on the analysis of current problems existing in primary English teaching as well as its negative effects from the outset, this paper demonstrated the advantages and disadvantages of games in English teaching. It also studied the effective use of games in primary English classes. By adopting the ways of literature research, exploratory research and cases study, this paper provided more options and inspirations for English learners. What's more, the student's learning effort and interests will be driven by both game application and proper teaching methodology.

Keywords

English teaching, Classroom games, Game strategy

1. Problems Existing in English Teaching in Primary Schools

Teachers pay more attention to impartation than teacher's interaction. Learning English is not just about learning words, syntax and communicate skills. But English is not our mother tongue after all, in the actual teaching situation, the interaction between teachers and students, students need to be truly implemented in order to promote students' communicative competence. The English class, which should have been active, became stale. As teacher became the real leader, students do not have the

opportunity to show themselves and interact with each other. Even if they know the key points of the exam, however, the internal comprehensive ability of English has not improved.

Teachers attach importance to mechanical training, despise the flexibility and vividness of teaching method. The choice and use of teaching methods play an important role in primary English teaching. Teaching methods should not only accord with students' abilities but also meet the requirements of teaching. However, in the teaching of some English teachers, there are mechanical shortcomings. In order to make the students memorize the words and sentences more quickly, the teachers adopt the methods of copying the words and reciting the text. The above mechanical training will greatly restrict the development of students' English proficiency, and it is also a kind of idle work for teachers themselves.

2. The Advantages and Disadvantages of Using Games in Primary English Teaching

2.1 The Benefits of Using Games

Firstly, it can mobilize students' participation and interest. It is often said that interest is the best teacher. Traditional English teachers are more emphasis on teaching and not good at mobilizing emotions of students. Secondly, it can strengthen the interaction between students and teachers. It is well known that proficiency in English can not only depend on one's own hard reading, but also need to be acquired through active interaction with others. If teachers use games that are carefully designed and suited to the students' psychological development stages, they can have more opportunities to speak English and practice dialogue skills in different situations in a relaxed classroom atmosphere. Some scholars believe that teachers should combine the features that students do not intend to pay attention to, reasonably design games for students to practice, so as to enhance the learning effect (Wei, 2003).

2.2 The Disadvantages of Using Games

Firstly, the teacher only pays attention to the game and neglects the theoretical knowledge. Encouraging the use of games in English teaching in primary school does not mean that games run through the classroom. A lesson has its teaching objectives and tasks, and teachers have to choose whether or not to use games according to the characteristics of the knowledge they want to impart. Before class, if the teacher only focuses on the design of the game, then the teacher will probably have no direction in the teaching process because of the lack of combing the knowledge structure for the content of this lesson.

Secondly, simple formalized games selected by teachers do not bring practical utility. Many English educators realize that game teaching is a method suitable for elementary school students in the elementary stage of English, so they use games more frequently in class. However, in the practice of some English educators, it is not difficult to see that some teachers' game teaching is only a formality.

3. Effective Application of Game in Primary English Classroom

3.1 Accord with the Students' Psychological and Physical Development Level

In the teaching of English in primary school, the games used by educators should conform to the students' physical and mental development and the students' actual conditions. Some scholars believe that teachers should be familiar with the psychological characteristics and cognitive level of their students before using games to teach (Yan, 2014). In order to promote students' English learning, it is necessary for teachers to understand the students' real English level carefully, which is the premise of designing English Mini Game and performing its function. Therefore, teachers should learn to be sensitive to the students' expression and psychology. Instead of ignoring the students and belittling the students in the game, they should actively encourage students to participate in the game and dare to show themselves in English.

3.2 Deal with Problems Flexibly around Teaching Objectives

The use of games is not random, some scholars believe that the use of games should be in line with teaching objectives and teaching content, and the purpose of games should be to promote teachers' teaching (Zhang, 2006). So, English educators in primary school should combine the teaching contents and teaching objectives of a class. The goal of teaching is a baton for educators, and the purpose of using games is to carry out this goal. Therefore, whether in the design of games or in their use, teachers should consider the specific content of this lesson and the basic goals, rather than make the game and students succumb to the subjective will of the teacher. At the same time, the use of games also needs to be flexible. In the current teaching stage, there is no absolutely perfect game teaching template. Therefore, educators should not rush to success in using games in English teaching. Meanwhile teachers should consider the characteristics of class students in English learning and common problems, so as to design a targeted game model. At the same time, problems will appear unpredictably in the game, so it requires teachers to use educational wit according to the situation.

3.3 Inspiration, Practicality, Creativity

Use game in the primary English classroom, should first achieve enlightenment. The use of games in class is not to make students fully entertained,, but to help them enter the new contents of English. Therefore, firstly, the design of games should be compatible with the teaching objectives of this class. Secondly, English educators should be practical in the use of game teaching. The ultimate goal of using games is to let students consciously devote themselves to the study and mastery of English knowledge and skills (Chen, 2014). Teachers have many forms of games to choose from, however, the use of them must be in line with the actual situation of the students in this class. If we use games to teach English without considering the level of students, the classroom content can not be mastered by students. Meanwhile, teachers also can not get feedback from the game. Such game teaching is futile. Finally, English educators should be creative in designing and using games. Some scholars believe that the form of games should be constantly updated, which can make students feel fresh and stimulate students' creativity (Yu, 2004). At this stage, the state encourages innovation in various fields. So when

designing and using games, English educators should have their own new ideas rather than copying machines. For their own original game, teachers should try it first, then carefully study the shortcomings of the game, and make appropriate adjustments.

4. Conclusion

This paper mainly revolves around three parts. In the first part, the author enumerates the existing teaching problems in the current primary school English teaching. In the following chapter, the advantages and disadvantages of using game in primary school English classroom are introduced in detail. Through the analysis of disadvantages, English teachers can realize that the game teaching method should combine the students' performance with the environment change reality. In chapter four, this paper also provides readers with the effective game strategies in the classroom teaching.

But at the same time, this paper also has some limitations. Firstly, there are limitations in the research methods. Although the methods of literature research and case study are also adopted in this paper, the types of research methods are still few and can not be discussed deeply from many angles, which can easily affect the credibility of the article. Secondly, there are limitations of referencing instances. In the demonstration of the game teaching method, although the examples are adopted, the quantity is small, and most of the contents are theoretical explanations. A large amount of text makes it easy for readers to lose interest in reading.

References

Chen, Fangfang. (2014). My views on English game teaching in primary schools. *Journal of primary school teaching research*, *02*.

Wei, Hua. (2003). Primary school English game teaching requirements for teachers. *Educational research and practices*, *2003*.

Yan, Yuxiu. (2014). Problems and solutions of English game teaching in primary schools. *Reference for primary school teaching*, *24*.

Yu, Linan. (2004). Carrying Out Games in English Class at Primary School. *Journal of Dalian Education University*, *03*.

Zhang, Cuiyun. (2006). Carry out English game teaching in primary schools scientifically and effectively. *Journal of school of foreign languages*, *04*.