

Report on English Vocabulary Teaching Practice in Primary School Based on Interactive Teaching Method

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Abstract: The famous German educator Zimmer proposed that the interactive teaching method has its roots in sociology. That is, people gain experience in the process of communicating for their own development. However, in the teaching process, English teaching focuses more on the communication between the teacher and the students. Through classroom interaction students constantly develop the ability to question and think creatively. In addition, this teaching method has become one of the more popular teaching methods as teachers design lesson plans with students' interests in mind. Interactive teaching method has the qualities of variety, immortal, discipline, etc. This paper hopes that the practical study of interactive teaching methods will achieve the goal of increasing students' interest as well as improving their learning through the integrated used of teaching methods. This study took the grade six of Chen guang Primary School, Fan cun Township, Kaifeng County, Henan Province as an example for classroom research. In the process of learning English, the interactive teaching method is more appropriate to elementary school students whose personalities are presently inception and advancement to investigate their true capacity. Eventually, the interactive teaching method continues to be advocated in the course of teaching practice.

Keywords: Vocabulary; Interactive teaching method; Primary school English.

1. Introduction

The primary section centers around the foundation and meaning of the review to present the decision of the intuitive technique as the principal strategy for educating and learning in this postulation.

1.1. Background of the Research

With the rapid development of the economy, English has become present in all aspects of people's lives and it is also known as one of the tools for the dissemination of information. Primary school English is the most crucial stage for children to learn English. Guardians, educators are progressively worried about the subject of English. Rivers (1981) argues that by learning language in interaction, students can also export language in discussions, games and mutual problem-solving assignments. Therefore, it is the discussion in interaction and the related design activities that can better develop students' abilities in the teaching and learning process.

1.2. Significance of the Research

The significance of the research on interactive teaching methods is explained in two ways. The following concrete manifestation of this is the teaching of dialogue between teachers and students. This empowers understudies to get information through investigation and coordinated effort in a loose and amicable environment.

Theoretical research: learners can use interactive teaching methods to grasp the relevant theoretical concepts and be able to gain a deeper understanding of the intrinsic meaning of interactive teaching methods. Interactive teaching methods come in a variety of elements and forms, allowing teachers to choose from a number of aspects.

2. Literature Review

Explain the main content of the second chapter from two parts below. First, many foreign educational theorists have studied interactive teaching idea. For example, American sociologist G.H. Meade first expounded the meaning of symbolic interactive interaction in the 1920s, that is, interaction is an interaction based on symbols and language. The ancestor of the theory of symbolic theory.

2.1. Related Research on Interactive Teaching Method

This section focuses, in addition to national and international, research on interactive teaching methods by teams of educators.

2.1.1. Foreign Research on Interactive Teaching Method

During the 1930s, significant correspondence speculation began to be concerned. The theory believes that humans explain social issues through interaction. The focus is on constantly digging the subjective principles of human beings. It likewise follows the standards of the hypothesis. Communication makes abstract knowledge more flexible in teaching practice, which is conducive to students' acceptance.

Mehan (1979) pointed out that the interaction in the classroom is not only

in the dialogue between teachers and students. While, it more existing in related social backgrounds to cultivate students' second language ability. In extracurricular exercises, educators can likewise set up important training systems to grow the wellsprings of students' knowledge.

OLLER (1979) believes that the interactive reading method can activate the reader's previous experience, growing the information learned. At the same time, according to the reader master the previous theoretical knowledge on the basis, expanding themselves new vision.

Moreover, the American educational psychologist Palinska,

proposed the interactive method of reading. A theory and strategy adapted to the development of The Times (Palinska, 1986). Through experimental research, Wells (1981) concluded that language communication is actually a process of mutual cooperation between people.

Brown (1994) believes that motivation is the choice of the pursuit of the goal and the degree of the efforts to pay for it. Interaction can also be understood as an input machine, in the process of operation. Interaction constantly provides materials to students for increasing knowledge (Ellis, 2012:238).

2.1.2. Domestic Research on Interactive Teaching Method

Education is an important hot spot of national concern. Many domestic educators have deeply discussed the interactive teaching method from many aspects.

“Wang Jiajin(1997), from the perspective of systematic engineering

analysis, with teachers, students and teaching materials as the core, constructed a three-dimensional coordinate system of classroom teaching activities. And put forward a preliminary model of teacher-student interaction.”

“Wu Kangningetal(1997) from the perspective of classroom teaching interaction subjects, the types of classroom teaching into two:

(1) as indicated by various articles, homeroom showing communication conduct is separated into three kinds: instructor understudy collaboration, educator cooperation and instructor bunch connection. (2) Due to different teachers and students' identity, different needs. Accordingly, homeroom showing association is chiefly isolated into three classes: control — acquiescence, control — against control, and shared interview.”

2.2. Related Research on Vocabulary Teaching

Many foreign and domestic educators have conducted in-depth studies on vocabulary teaching and learning, providing a lot of theoretical basis for real teaching life.

2.2.1. Foreign Research on English Vocabulary Teaching

English as a subsequent language is getting expanding consideration during the time spent educating jargon. a study conducted by Gass & Selinker (2008) on English learners concluded that learners make three times as many vocabulary errors as grammatical errors in the process of learning English. Grammatical errors may affect their structure and integrity, but they do not lead to incorrect message transmission. In contrast, word errors can change the meaning of the message being transmitted. Therefore, Pollitz concludes that vocabulary errors are more serious than grammatical errors.

2.2.2. Domestic Research on English Vocabulary Teaching

During the 1980s, open regulation was brought into China. In class, educators predominantly complete showing exercises in the method of intelligent educating. This way can acquire vocabulary in life activities or competitions and improve their ability of reading or writing. It is happy that over the years, with the development of education reform, many domestic educators began to study vocabulary teaching and obtained rich results. Li liwen and Ren changhui(2001), concluded that the key to learning English vocabulary teaching is guide students to remember repeatedly in the actual operation process. Liang Shuang proposed the principal showing strategies utilized in jargon educating are natural

educating technique. The entire body response strategy, the formation of situational technique, fascinating game technique. No matter what kind of situation, in the process of learning should be lack of students' interest in learning, the development of students' intellectual ability.

3. Theoretical Research on Interactive Teaching Method

The third section centers around the definition and attributes of cooperation and the advancement of showing programs in view of the qualities of intelligent educating strategies.

3.1. Definition of Interactive

Brown(2001) believes that interaction is an emotional exchange between at least two people, and that only through communication can we increase our understanding of each other. Successful instructing and learning exercises should be directed through correspondence

between the instructor and the understudies, without which they can't be called exercises.

3.2. Characteristics of Interactive Teaching Method

Each showing strategy has its own qualities. At the same time, everyone is an individual and has different ideas. Exclusively by consolidating the qualities of showing techniques and carrying out items could we at any point better assume the part of training.

3.2.1. Time

Communication is completed in a specific existence. This characteristic determines how to use teaching situation in teaching interaction. There is a fixed time and time storage unit in teaching interaction, which can not be a single action, nor can it be without any goal or direction. Interaction without strict discipline will undoubtedly violate the rules of classroom teaching.

3.2.2. Disciplines

Discipline is also an important feature of teaching interaction. Different subject attributes also bring different learning skills and arrangements. Their insight structures and mental models have their own attributes. As far as its principle is concerned, rational cognitive ability is an important interactive feature and developing force of science teaching.

4. Research Process

This paper mainly focuses on the sixth grade of primary school students, using the influence of interactive teaching method on students when learning words in class.

4.1. Research Questions Analysis

In the process of using interactive teaching methods to learn English vocabulary, the following main problems have been found.

(1) Whether the intelligent showing strategy can actually really work on the productivity of learning jargon?

(2) Are interactive teaching methods suitable for all vocabulary learning?

4.2. Study Subjects Analysis

The exploration object of the proposition is the 6th grade understudies

of Chen Primary School in Kaifeng County, Henan Province. Right off the bat, the purposes behind picking the 6th grade understudies are as per the following.

4.3. Interactive Teaching Task

Through interactive learning, students can learn more words in a relaxed environment. By using the teacher-student interaction method, the lesson time flies by. It allows students to know how to value time and use it to learn more.

4.4. Teaching Design

Step 1 The first step in the design of a lesson plan is the introduction. An introductory scenario or activity that captures the attention or interest of the students is a good basis for the start of the lesson. The teacher begins the lesson with a question, such as What did you do yesterday? Let at least three students to answer the question.

Teacher: Good morning, dear students. The two-day holiday is over and we are starting a new week. What did you do yesterday? Which one of students can share?

Student 1: I went to the recreation area.

Teacher: Wow, that sounds like fun!

Teacher: It looks like you all had a great time!

Step 2 The focus of this thesis study is on the use of interactive teaching methods to learn English vocabulary. Therefore, depending on the words to be learnt in the course, the teacher looks for relevant pictures on the Internet.

Teacher: Which one students answer what's this picture?

Student 1: Shopping

Student 2: Weather

Student 3: Birthday Party

Teacher: The students have done a great job and your ability to guess the meaning of the pictures is excellent. Next, we will learn about words of the text.

Step 3 Based on the knowledge and learning experience gained by teachers, four effective ways of learning vocabulary have been summarized. First, look for connections. A few words are comprised of exceptionally basic little words. Secondly, find the pinyin, which is also known as phonetic translation. Once in a while the Chinese way to express a word is equivalent to the English elocution. Thirdly, look for imagination. Students can relate the appearance of a word to something relevant they need to remember. Fourth, look for familiar words. Some English words are compound words.

Understudies can recognize the significance of these words. The next step is the stage of implementing the teaching methods.

Teacher: Dear students would you like to remember words in a more interesting way?

Student: Yes

Teacher: Today teacher will introduce four interesting ways to remember words.

Firstly, find connections, secondly find pronunciation, thirdly familiar words and finally find imagination.

Student: Teacher, how can we use these four methods specifically?

Teacher: Look at the blackboard and teacher will show you how to do it.

First look at the first word. E.g. "sunny". Su pronounced in pinyin as(su). NN

pronounced(nainai). Y look as (—). Grandma Su has been sunbathing on a (sunny) day.

Student: Teacher sounds interesting.

Teacher: I'll give you 3 minutes to discuss "will".

Teacher: OK, time's up, which one student can answer teacher's question?

Students 1: "W" can be seen as Stomach, ill is sick. The stomach (will) sick.

Teacher: Excellent, this student has combined the rules that teacher has talked about.

Teacher: Does anyone else have a different opinion?

Students 2: "W" is for crow and "ill" is for sick. The crow (will) sick.

Teacher: The students' answers were so surprising to the teacher.

Educator posed inquiries on each of the six words after the talk and the understudies were extremely dynamic during the communication.

Step 4 Make the most of interactive teaching methods. The teacher held a competition to see which students could read English words quickly. In the association, teacher considers the learning distinctions of the understudies. Therefore, vocabulary of appropriate difficulty is presented according to each student's ability. When the teacher recognises each student's

answer, students become more confident.

Teacher: Everyone has been very active today, so let's have a competition to see which one students answer teacher's question?

Teacher: What does sunny mean?

Student 1: qing lang

Teacher: will What does that mean?

Student 2: jiang yao and so on

Step 5 In the final part of this lesson plan is to assign homework. Home

work is not an additional burden, but a test of mastery of learning.

5. Reflection

Using interactive teaching methods in showing English jargon in elementary schools, a few rundowns are made in this segment.

5.1. Benefits of The Interactive Teaching Method

From this showing practice and examination, teacher makes the accompanying determinations. In the first place, the intuitive technique can further develop the showing level of educators. The key to the interactive method is that teachers should carry out different types of interaction according to the specific learning level of students. Instructors continually work on their inventive capacity while setting up educating plans. Secondly, stimulate students' interest and reduce the burden of teaching ideas. Interaction gives students a certain right to express their thoughts. students are more dynamic in their reasoning and disdain the restriction of educators during the time spent learning.

5.2. Curriculum Reflection

Each step in the design of this essay is based on the characteristics of the interactive teaching method as well as on the students' interests and learning levels. Although the design process takes into account the learning characteristics and interests of the students, it is difficult to ensure that the method is applicable to all students as each student has different interests and levels of knowledge. After reflection,

during the learning process. The teacher tries to observe each student's learning during the lesson and keeps their attention by involving each student in as many activities as possible.

This lesson plan focuses on the use of interactive teaching methods to facilitate student learning. In this way, it is unavoidable that there will be a ton of connection in the conveyance of the educating. Sometimes the teacher may not be able to time the lesson properly, which may result in a shortage of time and the lesson plan not being completed on time. On reflection, the teacher needs to set the questions to be asked of each student and the time to be spent answering them according to each student's learning ability and acceptance level.

6. Conclusion

The students' autonomy and enthusiasm were not fully utilised in the communication process. All through the cycle from the intuitive showing strategies and types of learning English jargon, to the plan of situations and the execution of example plans. The teacher designs them all. Only the students themselves know best what form of learning or what kind of stories they prefer. Following the teacher's reflection, consideration was given allowing students to create their own interactive scenarios and content. Due to the relatively heavy teaching load and time constraints, the method was not well implemented in order not to delay the normal progress of the class.

In addition, due to the limited level of knowledge in their current studies, there are situations where they are unable to enter into in-depth discussions in the process of practice and use a single research method.

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