

Problems and Countermeasures of Differentiated Teaching in Elementary School Language Classrooms

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Abstract: Via literature review and observation, differentiated teaching in the lower grades of X Primary School's language classes was examined. The school has seen progress, as teachers recognize students' individual differences and set varied requirements. Nevertheless, problems surface, including lack of pre - school assessment, ineffective grouping strategies, non - hierarchical homework, and overlooking student feedback in reflection. Proposed solutions involve strengthening pre - teaching analysis, adopting flexible grouping, arranging hierarchical homework, and actively reflecting on differentiated teaching.

Keywords: Elementary School Language, Differentiated Instruction, Response.

1. Introduction

According to the analysis of existing literature, research on the theory and practice of differentiated instruction has a long history. Over the years, researchers around the world have opened up many new areas and provided many new perspectives from the perspective of differentiated instruction, which has important research significance and value. Nowadays, the attention to differentiated teaching has been increasing, and the concept of "differentiated teaching" has been formalized, and many educators have published related works and conducted related educational experiments. Differentiated teaching has gradually become an important aspect of China's educational reform. Differentiated teaching in elementary school language is based on the content of elementary school language education and teaching, starting from the differences in students' learning abilities and needs, and flexibly mastering the process of elementary school language education and teaching, improving students' understanding of language knowledge through the use of various educational and teaching tools, and ultimately increasing students' interest in language learning. However, the analysis of the current literature found that: the current research on differentiated teaching is more combined with the practical research on the teaching of specific disciplines, with less theoretical research; most of the disciplines are focused on the subjects of Mathematics and English, and there is less research on the subjects of language; the research involving the subjects of language focuses on the junior and senior high school stages, and the literature on the elementary school section is relatively scarce. Elementary school is the basic stage for students to receive education, and it has a fundamental role in students' growth and development, so there is a broader research space in this area, which is worth studying in depth.

2. Findings and Analysis of the Current Situation

(1) import

A Letter (Lesson 2), In that session, the teacher selected only 2 groups (4 groups in total) of students to read aloud according to the content of the slides, and during the reading, the teacher would ask the students who could not pronounce

the words properly or mispronounced the words to read them again. However, the teacher had 3 students in her class who were studying with her class, and these 3 students did not participate during the review introduction.

The Strange Stones of Yellow Mountain (Lesson 1), In this session, the teacher played the video without verbal aids to introduce the content of the video, which resulted in some students who needed verbal aids to understand the video not being able to access the information in a timely manner. In addition, fewer students chose to respond to the questions, and each student had his or her own unique feelings about the video, so choosing only three students to speak on behalf of the students did not allow them to learn about each student's unique emotional experience.

(2) Teaching and Learning

In the two lessons in the case study, the teachers used cooperative learning in small groups when teaching new lessons. Teachers will go into each group during the group discussion to counsel them. For the groups that already have answers, teachers will praise them and guide them to improve their language organization; for the groups that do not yet have answers, teachers will guide them to go back to the text to locate the key words and phrases to complete the group discussion. In this process, although the teacher made groups according to the principle of proximity and camera tutoring, some of the students in the discussion process did not actively participate in the discussion, they were only listeners. In addition, there are also cases where group members get together to chat without discussing the issues, which leads to some students not deepening their understanding and mastery of knowledge through group learning.

(3) homework assignment

In the two lessons in the case study, the teacher set the assignments for the whole class without paying sufficient attention to the differences among students. The teacher paid more attention to the class as a whole and neglected the differentiated needs of the students, and did not differentiate between levels in order to assign differentiated assignments.

To summarize, according to the learning requirements and students' needs, the language teachers in the lower grades of elementary school X used a variety of teaching means and methods to guide students to think and express themselves, actively participate in the classroom, and freely explain their own understanding of the text. However, the teacher did not

pay sufficient attention to the needs of students at different levels in classroom teaching, so as to guide all students to participate in classroom interactions, so that students can improve their language learning level in communication and interaction with the teacher and classmates.

3. Major Problems

"Differentiated teaching" mainly refers to teaching that is based on students' differences and meets their individual needs in classroom teaching, so as to promote students' full development on the basis of their original foundation[3]. Elementary school language is a basic subject, which has a foundational role in learning other subjects. Only with sufficient accumulation of language knowledge can we improve our comprehension and learn more complex knowledge. The use of differential teaching method in primary language classroom teaching can have a holistic grasp and understanding of each student's individual situation, and deeply analyze the differences between students, so as to formulate differentiated teaching objectives. However, from the implementation of the status quo, the author found that there are still some deficiencies and problems in the current elementary school language classroom differentiated teaching, which can be mainly summarized as the following four:

(1) Lack of pre-school assessment

It is an important prerequisite for the implementation of differentiated instruction to understand the differences of students in the class through pre-school assessment, analyze the content of the teaching materials, and develop a teaching plan adapted to the different levels of students when preparing for teaching. Teachers should make adjustments, modifications, deletions, or additions and supplements to the content of the textbook according to the ability level, learning interests and styles of the students in order to make a reasonable teaching plan for differentiation.

This study observed that the lower level language teachers in Primary School X were able to selectively cut or add content according to the overall level of the students in the class, as well as teach students using a variety of presentation styles. At the same time, students were encouraged to use different ways to express their learning outcomes. However, due to the teacher's lack of pre-school assessment, some students did not really participate in classroom interaction. In the process of analyzing the findings, it was noted that the class under the teacher's responsibility included three students who were studying with the class. However, the teacher failed to provide these students with teaching content that matched their learning levels during the teaching introduction, resulting in these three students becoming passive bystanders in the classroom and failing to effectively participate in the teaching interactions. In analyzing the findings, it was noted that the teacher was responsible for a class that included three students who were enrolled in the class. However, the teacher failed to provide these students with teaching content that matched their learning levels during the introductory session, resulting in the three students becoming passive bystanders in the classroom and failing to be effectively integrated into the teaching interactions. Therefore, teachers should do a good job of pre-academic assessment, and should design teaching plans for students with different learning needs to realize real full participation in the classroom.

(2) Teaching and Learning

The classroom is a place where teachers implement teaching programs and students receive education. In the

classroom, teachers should adhere to the principle of subjectivity and play the role of a good guide and helper in terms of student learning. Teachers' ability to flexibly use differentiated teaching strategies in the teaching process is of great significance to the extent of students' mastery of knowledge and skills.

It was found that when X elementary school teachers use group cooperative learning to carry out teaching, the teachers will be coached by the camera according to the discussion of different groups, and solve the teaching difficulties through group communication. However, teachers ignore the differences among students in using grouping strategies, and the single principle of proximity may weaken the efficiency of cooperative group learning. Cooperative group learning is a form of teaching organization that takes cooperative learning groups as the basic form, systematically utilizes the interaction between dynamic factors in teaching, promotes students' learning, and takes the group's performance as the evaluation criterion to reach the teaching goals together. Through peer-to-peer support in the group, students' psychological pressure can be reduced, and group members can help each other to optimize their learning methods and improve their language learning. Therefore, teachers should not use the principle of proximity as a single grouping strategy when using group cooperative learning strategies, but should also use diversified grouping strategies according to the differences between students in the class, follow the principle of heterogeneous grouping and homogeneous grouping, and give full play to the real role of group cooperation.

(3) Lack of hierarchy in homework assignments

Homework is a way to consolidate and review what has been learned, and a way for teachers to understand the differences in students' learning. Each student's learning ability is different, and the speed and quality of completing homework varies. Whether homework can really play a role in checking what has been learned in the classroom depends on whether the homework assigned by the teacher is suitable for the level of the students.

The survey found that the teacher assigns homework for the whole class, but not for the differences between students to do hierarchical differentiation, which will lead to a part of the students "eat too much", and a part of the students "do not eat enough". This lack of hierarchical homework, but also lost the meaning and value of homework itself. Therefore, teachers can enrich the presentation of homework when assigning homework, giving students a wider learning path, more ways of expression and greater choice of space, to play the role of homework to inspire students and consolidate knowledge.

(4) Teaching reflection ignores student feedback

The end of teaching does not mean the end of education; classroom teaching is only one part of the educational process. The main problem after the end of teaching is that there is no comprehensive and in-depth reflection on their teaching. Reflection is a basic method for teachers to improve teaching in time. In the process of reflecting on the teaching practice of language teaching in the lower grades of Primary School X, we found that teachers generally focused on self-examination of teaching design, teaching results and teaching evaluation, and did not pay enough attention to the individual differences of students. Specifically, teachers seldom addressed key factors such as students' interest in learning, learning habits, and learning methods in their reflections, and they also neglected the importance of student feedback. This

tendency may lead teachers to miss opportunities to understand student dynamics in a timely manner.

In order to grasp the situation of students more effectively, teachers should take into account the psychological and physiological development of students and carefully analyze their performance in the classroom. This will help teachers to quickly understand students' mastery of knowledge, depth of understanding, application and transferability. Teachers' comprehensive and integrated analysis of students can not only promote the improvement of teachers' teaching ability, but also help students' overall development. Therefore, teachers should pay more attention to the individual differences of students in their teaching reflection in order to realize the growth of teaching and promote the two-way growth between teachers and students.

4. Countermeasures

The application of differentiated teaching in the language classroom teaching of the lower grades of elementary school is a necessary condition for the efficient development of elementary school language. Due to their age, elementary school students' thinking is still immature, and it is often difficult for them to understand and master language knowledge. If teachers adopt differentiated teaching in the classroom, they can bring the distance between language and primary students closer and promote students' love of language. Therefore, based on the problems existing in the differentiated teaching of language classroom in the lower grades of Nanjing X elementary school, the author believes that it can be improved in the following four aspects, so as to promote the differentiated teaching strategy to play a better role in the teaching of elementary school language classroom.

(1) Strengthening the analysis of the learning situation

Students are complex multifaceted and multilevel systems that are not limited to knowledge and intellectual differences[7]. Therefore, teachers should base on the class learning situation, make the teaching plan scientific and concrete, and present a perfect classroom to students. The teaching plan includes the teacher's preparation of the content of the lesson, teaching methods, teaching organization, teaching aids and so on. Teachers should give the greatest respect to the individual differences between students, based on the students' differentiated teaching needs, and reasonably formulate teaching plans.

To address classroom differences, teachers can design a "side-by-side instructional plan", i.e., a plan that is divided into two parts, one that is common to all students in the classroom, and the other that serves the individual differences of the students in the classroom. This kind of "side-by-side teaching plan" can meet the needs of the class as a whole as well as cope with individual differences, which is a feasible way to differentiate teaching. As language is a subject of language comprehension, especially in the primary language classroom, teachers need to develop differentiated lesson plans to cater for individual students. The aim is to "make different students jump up to pick a peach, and jump up to pick a peach", so as to meet the unique educational needs of each student and to promote his/her full development on the basis of the original.

(2) Focus on flexible grouping

Group teaching is one of the strategies of differentiated teaching and one of the application paths of cooperative learning. Cooperative learning is not only conducive to releasing students' learning potential, but also conducive to

cultivating students' cooperative spirit and sharpening students' thinking quality. Therefore, in elementary school language classroom teaching, teachers can let students with different learning levels form a learning group, and then let students learn cooperatively according to their different learning tasks, which can let every student get good development. When grouping, teachers should uphold the principle of heterogeneous grouping and homogeneous grouping, taking into account the students' academic level, aptitude, personality traits and other factors, so as to ensure that each student can achieve good development within the group[12]. In addition, teachers can appropriately empower the group leader, enhance the leader's sense of responsibility and sense of mission, and promote his or her role as a role model to improve the efficiency and quality of language learning in the learning group.

In actual teaching, the language classroom is often suitable for students to conduct discussions, and the reasonable allocation of learning groups can effectively improve the teaching effect. Practice has proved that peer expectation is an important teaching resource[13]. Flexible grouping will help to carry out peer learning, and members of the group will help each other and promote students' long term development in knowledge and skills, process and method, and emotional attitude and values.

(3) Laying out graded homework

Layered homework is based on the differences of students and assigns different levels of homework according to their actual levels, so that students can master and consolidate their knowledge from the homework, which is conducive to improving students' learning efficiency. Hierarchical homework gives full consideration to the inner needs of students, satisfies their sense of achievement, improves their sense of self-efficacy, enables students to truly enjoy the language, and inspires them to actively explore the language world. Therefore, layered homework is one of the important strategies for differentiated language teaching in elementary school at present[14]. To have a correct understanding of the students' acceptance level and ability to apply knowledge, and to take into account the individual development of the students and the collective development of the class, so as to reasonably lay out the layered homework, neither let the students "not enough", but also do not let the students "eat too much". Of course, the teacher can analyze the specific situation of the students in the class, arrange more suitable stratified homework for the students in the class, and control the coordination between the level of the students and the requirements of the homework. For the layered homework design, teachers should give the greatest respect to the differences between students, homework design should be based on the differences between students, create more appropriate language work, stimulate students' interest in language learning, and cultivate good language learning habits of primary school students.

(4) Active Reflection on Differentiated Instruction

Teaching reflection is the main way to improve teachers' knowledge and teaching ability, and it is also an important means to promote effective differentiated instruction. First of all, reflection helps teachers change their view of knowledge from an object that receives knowledge to a subject that generates knowledge. Through teaching reflection, teachers can internalize their experiences and generate new classroom teaching knowledge for better education and teaching afterwards. Secondly, reflection helps teachers change their

view of teaching and transform their position in the classroom from director to starring role, returning the classroom to the students. Finally, reflection helps teachers' self-growth. Teachers' teaching reflection is an important means of teachers' self-assessment and ability enhancement, through which teachers can better discover their own shortcomings and continuously improve their ability through learning, training and further education.

In actual teaching, the most common way of teaching reflection is to write a reflective record, elementary school language teachers in the process of lesson preparation and teaching, should be targeted for differentiated teaching reflection, fully aware of the problems that exist in the process of differentiated teaching, sorting, summarizing and analyzing the problems, and take effective measures to improve and perfect, with a view to the differentiated teaching strategy in the lower elementary school classroom teaching of languages To play the real value of differentiated teaching strategy in the lower primary classroom teaching of language.

5. Conclusion

In the context of China's modernization, education and teaching put more emphasis on people-oriented and student development. Respecting students' differences is a requirement of the development of the times, a response to the characteristics of modern education, and a compliance with the objective law of students' development. In the process of elementary school language classroom teaching, the implementation of differentiated teaching strategies can effectively respond to the individual differences between students, promote the rapid development of teaching reform in the new era, but also reflects the respect for students, is the embodiment of the improvement of the status of the main body of students. Differentiated teaching not only helps to improve the language learning performance of primary school students but also helps the development of students' quality, providing impetus for the overall development of students. In the current education and teaching process, teachers should seriously summarize the problems that exist in the elementary school language classroom differences in teaching, focusing on the subjective development of human beings, people-oriented, facing and respecting the differences of students. Turn differences into resources and promote personalization and humanization in knowledge teaching. Adhere to the core literacy-oriented, innovative teaching design, improve the effectiveness of differentiated teaching strategies in elementary school language classroom teaching, and then promote the development and improvement of education.

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