Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 3, No. 1, 2023

Explore the Theoretical Basis of Primary School English Teaching Design

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Abstract: In order to improve the classroom teaching effect, promote teachers' professional development and promote students' all-round development, instructional design plays an important role. Based on the reading of Professor Chen Donghua's English Teaching Design for Primary Schools and the research of relevant policy documents, this paper analyzes the theoretical basis of English teaching design for primary schools from the aspects of Compulsory Education English Curriculum Standard (2011 edition), language learning theory, learning theory and teaching theory, aiming at providing help for primary school teachers' teaching practice.

Keywords: Instructional Design; Curriculum; Primary English.

1. Nature and Task of Primary School English Curriculum

In order to guide the teaching of English courses in primary schools across the country, the Ministry of Education formulated English Curriculum Standards for Full-time Compulsory Education (experimental draft) in 2001 as the main basis for the implementation, teaching evaluation, and textbook review and selection of English courses in primary schools. In 2011, the Ministry of Education issued the English Curriculum Standards for Compulsory Education (2011 Edition) (hereinafter referred to as "Standards"), which clearly stipulates that the English curriculum of compulsory education starts from the third grade of primary school and ends at the graduation of junior middle school. And the nature of the English curriculum in compulsory education has been clearly stipulated.

1.1. Compulsory Education English Curriculum has Both Instrumental and Humanistic Characteristics

As far as instrumentality is concerned, English courses undertake the task of cultivating students' basic English literacy and developing students' thinking ability, that is, students master basic English language knowledge through English courses, develop basic English listening, speaking, reading and writing skills, initially form the ability to communicate with others in English, and further promote the development of thinking ability. It lays a foundation for further study of English and other relevant scientific and cultural knowledge in English. In terms of humanism, English courses undertake the task of improving students' comprehensive humanistic quality, that is, through English courses, students can broaden their vision, enrich life experience, form cross-cultural awareness, enhance patriotism, develop innovation ability, and form good character and correct outlook on life and values. The English curriculum with the unity of instrumental and humanistic nature is conducive to laying the foundation for students' lifelong development.

1.2. English Course is Not Only a Foreign Language Course, But Also a Quality Education Course for Students

Starting English courses in the compulsory education stage can lay the foundation for improving the overall national accomplishment of our country, cultivating talents with innovative ability and intercultural communication ability, improving our country's international competitiveness and nationals' international communication ability. To be specific, the tasks of compulsory English courses are as follows: stimulate students' interest in learning, help them build up confidence, develop good learning habits and effective learning strategies, and develop the ability of independent learning and cooperative spirit; Cultivate students' observation, memory, thinking, imagination ability and innovative spirit; To help students understand the world and the cultural differences between China and the West, broaden their horizons, cultivate patriotism, and form a healthy outlook on life. "Standard" from the macro level gives clear requirements for the task of compulsory education English curriculum, is the overall guidance for teachers to implement English curriculum teaching, is the macro goal of English teaching.

1.3. Primary School English Course is a Foreign Language Enlightenment Course for Students

Due to the characteristics of its foreign language curriculum, compared with other quality education courses, it not only undertakes the task of implementing quality education, but also undertakes the task of the course itself, which can be summarized into the following aspects: learning the language, forming the initial foreign language communication ability; Cultivate interest, lay the foundation of future life development; Broaden the horizon and preliminarily understand the differences between Chinese and Western cultures; Edify sentiment, promote the healthy growth of students.

2. Primary School English Teaching Design

Instructional design refers to the process of using systematic methods to analyze teaching problems and determine teaching objectives, propose strategies to solve teaching problems, try out solutions, evaluate trial results and modify the programs. It aims to optimize the teaching effect and is based on learning theory, teaching theory and educational communication theory. With the reform and development of the basic education curriculum, the primary school English curriculum teaching is also in constant reform and development, its teaching concept is constantly updated, the teaching method is constantly innovative. It changes the tendency of the previous English curriculum to pay too much attention to grammar and vocabulary knowledge and neglect the cultivation of language application ability. It emphasizes that the curriculum should start from students' learning interest, life experience and cognitive level, advocate the learning mode of experience, practice, participation, inquiry and cooperation and task-based teaching approach, and develop students' comprehensive language application ability. The process of language learning becomes a process for students to form positive emotional attitude, active thinking and bold practice, improve cross-cultural awareness and form independent learning ability.

2.1. Primary School English Teaching Design Basis

(1) English Curriculum Standards for Compulsory Education (2011 Edition)

First, the Standards clearly stipulate that it is the objective of compulsory education English curriculum to cultivate students' comprehensive English application ability, improve students' comprehensive humanistic quality and promote their mental development. The comprehensive use of English reflects the instrumental and humanistic nature of English, which requires teachers to make overall planning of teaching tasks in each stage based on the five curriculum objectives of language skills, language knowledge, emotional attitude, learning strategies and cultural awareness.

Second, the Standards point out that: "English courses in compulsory education should be oriented to all students, reflect the idea of students as the main body, and consider the development needs of all students in the aspects of teaching objectives, teaching content, teaching process, teaching evaluation and the use and development of teaching resources." Therefore, teachers should deeply understand the personality characteristics of each student, pay attention to the individual differences of students, strive to provide teaching design adapted to different types of students, optimize the classroom teaching process and extracurricular language practice environment, so that every student can get the maximum development, which is the basic requirements for teachers' teaching design.

(2) Language learning theory

Primary school English curriculum is aimed at primary school students, and the main content of teaching is English language, including vocabulary, discourse, dialogue, etc. Therefore, teachers must first understand the language learning theory and follow the rules of children's physical and mental development, in order to design teaching scientifically. Childhood is the primary stage for the development of people's world outlook and values, as well as an important stage for the development of thinking ability and the formation of cognitive mode. At this stage, the development of children has strong plasticity. So, are children born with language or are they learned? The theories of children's language acquisition mainly include environmentalism, innate determinism and cognitive theory. The following is a brief introduction to the three main theories and their implications for English teaching.

First, environmentalism. Environmentalism emphasizes the decisive influence of environment and school on language acquisition. The most representative views of environmentalism include imitation theory and reinforcement theory. The traditional theory of imitation holds that children's language learning is a copy of adult language, and children's language is just a simple copy of adult language. Later, linguist Chomsky emphasized the initiative and creativity of children in the process of language acquisition and studied the role of imitation in language acquisition. The theory of reinforcement originates from Pavlov's theory of conditioned reflex and two kinds of signal system. It holds that the development of language is the connection and combination of a series of stimuli and responses. Later, according to Skinner's operant conditioning theory, children's language acquisition is a stimulus-response-reinforcement process. Children who respond correctly to a stimulus receive adult reinforcement (verbal approval or material satisfaction), which increases the likelihood of a response in a similar situation. Children acquire language in the process.

Environmentalism has its reasonableness. In children's language learning, "imitation" is not only a fact of children's first language acquisition, but is still one of the indispensable methods of second language acquisition. The role of "reinforcement" also does exist. Whether praising or correcting mistakes, it is to give students clear feedback and deepen their impression, so as to promote the further development of language. However, the view of environmentalism lays too much emphasis on the role of stimulus and ignores the subjective initiative of human beings. In English teaching, teachers can give students appropriate "stimulation" according to environmental theory, but also should stimulate students' learning initiative, so as to achieve good teaching results.

Second, determinism a priori. This theory denies that environment and learning play a decisive role in language acquisition and emphasizes that language learning is a function of innate endowments. Chomsky's "innate language theory" argues that: The factors that determine children's mastery of speech are not experience and learning, but people's innate ability to master language rules, which is manifested in a "language acquisition mechanism" determined by genetic factors in children's mind, namely language ability, which is a kind of ability to convert the universal grammar rules already in the mind into the grammar rules of mother tongue. Innate determinism particularly emphasizes the innate ability of humans to acquire language, just as birds are innate to learn to fly and humans are innate to learn to walk, as the root cause of language acquisition. The process of children's language learning is regarded as active, active and creative.

A priori determinism is a theory which is opposed to environmentalism. The former argues that language acquisition is an innate ability; The latter overemphasizes the role of environment and ignores the role of cognitive ability. The former also overemphasizes talent and ignores the role of

acquired environment and the need for repeated practice to form habits. These are two extreme theories. In the process of English teaching, we should not only consider the effect of the environment on children's successful language learning, but also pay attention to children's initiative in language learning.

Third, epistemology. This theory is based on the "cognitive stage theory" of the famous Swiss child psychologist Piaget. It holds that children's language development is the result of the interaction between innate ability and objective experience. Children's language learning is based on the development of children's cognitive ability. Language learning ability is one kind of cognitive ability, and the development of cognitive ability determines the development of language ability. This theory attaches importance to both innate factors and acquired factors, and holds that children's language develops in the interaction between innate factors and acquired factors.

As can be seen from the above theories on children's language acquisition, each theory has a certain truth to some extent. Understanding language theories is helpful for us to combine various theories with our own actual teaching situation in teaching, learn from others' strengths, and help us effectively and scientifically design primary school English teaching.

(3) Learning theory

The main task of students is to learn, learning is regular to follow. Learning theory is the theoretical basis of instructional design, and learning theory is a variety of theories that study the process of learning, the process of learning and the conditions of effective learning. There are mainly three kinds of learning theories which have great influence on instructional design.

First, behaviorist learning theory. The core viewpoint of this theory is that learning process is the process of organism forming the connection of stimulus and response under certain conditions, so as to obtain new experience, emphasizing the plasticity of students. In practical teaching, language learning is the result of stimulation and connection under certain conditions. According to this theory, teachers should pay attention to the analysis and development of students' learning behavior in the process of designing teaching. In English teaching, the mode of "stimulus-response-reinforcement" can be used to design various interesting English teaching activities to "stimulate" students' "positive reaction", so as to achieve "effective reinforcement", which is the most effective means to achieve the prescribed learning objectives.

Second, cognitivist learning theory. This theory, which is opposed to behaviorist learning theory, mainly studies learners' internal processing process and mechanism of environmental stimuli (information), rather than the explicit stimuli and responses. It studies how people form concepts, understand things, think and solve problems. Cognitivism learning theory holds that a person's knowledge is organized in a certain structural way and is full of internal connections. People do not simply accumulate various concepts and facts in their own memory. Cognitivist learning theory has important implications for teaching design. In the design of English teaching, the design of teaching objectives should help students master the structure and methods of English knowledge, and build the corresponding cognitive structure; The design of the teaching process should consider the students' cognitive ability and interest, so that students can actively participate in learning.

Third, constructivism learning theory. This theory is a new development of cognitive learning theory. Since the 1980s, as a new epistemology and learning theory in the field of education research has had a very profound impact. Constructivism emphasizes that meaning does not exist independently of us, individual knowledge is constructed by people, the understanding of things is not simply determined by the things themselves, and people construct their own interpretation and understanding of the real world based on the original knowledge. It emphasizes that learning is an active process of meaning construction and social interaction. Teaching is not only the "indoctrination" of knowledge and experience, but to guide students to grow new experience from the original experience, advocating that adults should pay attention to the reconstruction and expansion of children's existing knowledge.

(4) Teaching theory

Teaching theory is an idea system that aims to explore, explain and predict teaching phenomena in the process of teaching, research teaching phenomena and problems, reveal the general rules of teaching, and use and follow the rules to solve practical problems in teaching. From the meaning of teaching theory, it can be seen that primary school English teaching design must be supported by teaching theory.

The most influential teaching theories include Babanski's optimization theory of teaching process, Skinner's procedural teaching theory, Bloom's goal classification system in mastery learning theory, Gagne's classification of learning results, Bruner's discovery learning method, Ausubel's meaningful learning, Vygosky's zone of proximal Development theory, and Wager Genschein's paradigm teaching theory, are the theoretical basis of English teaching design. According to the close degree of primary school English teaching design, the following is mainly a brief introduction to the teaching theories of Babanski, Bloom and Vygotsky.

First, Babanski's optimization theory of teaching process. Babanski took the dialectical system theory as the methodological basis of teaching theory and put forward the theory of teaching process optimization. Teaching process optimization is not a special teaching method or teaching means, but a methodological principle to guide teaching scientifically and organize teaching process reasonably. The optimization of teaching process can make teachers and students spend less time and energy and receive high quality results, which is an important guarantee for teachers to achieve effective education. According to Babanski, there are two basic criteria to evaluate whether the teaching process has reached the optimization. One is the effect and quality criteria, which refers to giving full play to the maximum benefits and maximizing the development of students under specific conditions. The second is the time standard, that is, teachers must complete the teaching requirements in as little time as possible. It can also be understood that the criteria for determining the optimization of teaching process are: good teaching effect, less time consumption, less energy consumption, less excessive mental burden, less expenditure. According to the optimization theory of teaching process, when designing English teaching courses, the determination of curriculum objectives, the selection of teaching content, the design of teaching activities and the design of teaching evaluation can all be based on the optimization standards to achieve the effect of effective teaching.

Second, Bloom's "taxonomy of educational objectives". This theory holds that educational goals have a hierarchical structure and should be stated in terms of students' concrete and explicit behaviors. It should include the cognitive domain, the emotional domain, the motor skill domain, and the goal of each domain is divided into several levels from low level to high level. For example, according to the order from simple to complex, from low to high, in the field of cognition, Bloom divided the goals of human knowledge education into knowledge, understanding, application, analysis, synthesis, evaluation, etc. When designing English teaching objectives, teachers can also divide teaching objectives into different levels from low to high according to the learning content and the situation of students, so as to determine which knowledge needs to be understood and applied by students and which knowledge needs to be analyzed by students.

Third, Vygotsky's zone of proximal development theory. This theory holds that for teaching to be effective, it must take into account children's existing level and stay ahead of their development. Therefore, teachers need to consider two levels of children in teaching, that is, the current level of children and the high level of problem solving that can be achieved under the guidance of others, especially adults. To make teaching developmental, Vygotsky suggests that teachers can use scaffolding teaching, which provides guidance and support to children as they try to solve problems beyond their current abilities, to help students navigate the zone of proximal development. According to this theory, primary school English teachers can be guided to correctly understand their role, understand the current level of students, and help students to play their potential in design teaching, so as to improve their cognitive level.

3. Conclusion

English is one of the most widely used languages in the world. Learning and using English plays an important role in drawing on the achievements of human civilization, drawing on foreign advanced science and technology, and enhancing mutual understanding among countries in the world. In compulsory education stage, English courses can lay a foundation for improving our international competitiveness, national literacy, and cultivating talents with innovative ability and intercultural communication ability. The Ministry of Education has issued a Guideline on Actively Promoting English Courses in primary schools, which requires primary schools at and above township levels to offer English courses from the third grade. Since then, English courses in primary schools have been incorporated into our compulsory education curriculum system. Except for a few areas in the country, English courses have been set up in primary schools. To sum up, Standards, language learning theory, learning theory, teaching theory, etc., give certain enlightenment to primary school English teaching design from different aspects and perspectives. Primary school English teachers should take the above factors into consideration and guide their teaching based on them.

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