

The Application of Exercises in English Classroom Teaching based on the Concept of New English Curriculum Standard

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Abstract

Practice is a crucial link in classroom teaching. How to improve students' practice is an important problem that teachers should pay attention to in teaching. This paper mainly studies the application of practice teaching in the classroom, is a essential part of the language teaching practice, and the paper research mainly from contact with listening, speaking, reading, writing and translating a few aspects, analysis of English practice should pay attention to some problems, as well as the students how to use the classroom practice, promote efficiency of learning and learning interest problem is analyzed.

Keywords

English Classroom; Practice; Application.

1. Problems that Should Be Noticed in Application of Classroom Exercises

In the education teaching how can we guide our students to practice? What should we pay attention to during the exercise?so that the practice in English classroom teaching can be in the most extensive application, practice in English classroom teaching also can play a role of the maximum to achieve practice to promote students' language knowledge, language skills, emotion, attitude, cultural awareness and other aspects of comprehensive development, not only to achieve the teaching objectives, but also to meet the needs of students.

I will talk about my shallow views from the following five main aspects. They are aims and requirements, aiming at developing students' overall competence, allocation of time and quantity, check carefully, correct mistakes immediately, and be interesting.

1.1. Aims and Requirements

First of all, before exercise, the teachers should tell students the contents that they need to exercise and why they should do that and the goals need to be achieved, requirements need to be met. When taking an English class, exercises are essential, different lessons have different goals and requirements. For example, When teaching focus is grammar, then the accuracy of the language is more emphasized, but when focus is about speaking, the fluency of expression is more important. Bear the aims and requirements in mind, so that we can achieve what we expect at first and avoid the frustration and anxiety among the students during practice and gain a good feeling of learning at last.

1.2. Aiming at Developing Students' Overall Competence

In the process of practice, attention should be paid to the development of students' intelligence and ability. Students should not only master the knowledge they have learned, but also develop their intelligence and cultivate their ability. In the actual training, pay attention to cultivating students' ability of observation, attention, thinking, memory, imagination and other psychological factors. Also pay attention to cultivating students' listening, speaking, reading, writing and other practical operation ability.

1.3. Allocation of Time and Quantity.

The number of exercises should be based on the content and difficulty of learning, selected exercises, and practice topics should be targeted, representative, and extensible. We should prevent students from practicing blindly, bringing burdens to students and directly confusing students' interest. Homework should be few but precise in order to arouse students' interest. Junior high school students should do part of the exercises in class, and some extra-class work, but teachers must control the quantity and time of after-class exercise, so as not to increase the burden of students. I have found that some teachers in teaching the new lesson, don't do class exercises, but arrange the after-school practice all at liberty to give students, and students just finish the exercise as a task, even they don't have the time to analyze each question from the ins and outs of the answers to the questions and the connection of the text, leading to the serious influence of the students' learning enthusiasm and initiative.

1.4. Check Carefully, Correct Mistakes Immediately.

Pay attention to check instructions during practice and correct mistakes in time.

Teachers should walk around when students doing the exercises, at any time if teachers find that students make errors when doing exercises or they have some points that cannot understand, the immediate correctness could be given, so that students can avoid the repetition of similar mistakes; On the contrary, if teachers find that students do the exercise right or they put forward the innovation timely, the praise also should be given without hesitation. On the one hand, the purpose of doing that is to enable students to discover their mistakes in time, and get timely correcting, in order to improve the efficiency of the practice. On the other hand, making students know their results in time, taste the joy of success, so as to arouse students' interests.

Of course, there are still many problems that should be paid attention to in practice, which need to be summarized and explored in the future education and teaching work.

1.5. Be Interesting

"Interest is the best teacher." Teachers should provide all kinds of interesting practice activities as much as possible to avoid a monotonous classroom atmosphere. If teachers can't stimulate students' interest in learning, then the best exercises in the teacher's mind can only be castles in the air. So, in the classroom practice, when the teachers design the classroom practice, not only should they start from the teaching actual need, but also according to the students' age, physiological and psychological characteristics, induce interest, create a lively, relaxed and happy learning environment, arouse students heart strong demand for learning, exert students' subjective initiative, make a active and actively study, to reach the purpose of acquiring knowledge with a light heart.

2. The Application of Exercises in English Classroom Teaching

Practice is widely used in English teaching, and also it is a very effective way of teaching in English teaching, in the English classroom teaching, teachers need to use the practice here and there, the importance of the practice in the English classroom teaching, is also very significant, we can say if someone wants to do a good job in teaching, teach a class or take a good lesson, using the practice reasonably and correctly is the key factor among a lot of factors. It fully plays a major role in practice to achieve teaching objectives and improve the teaching process. No class is complete without practice. But nowadays, many teachers do not carefully think about how to assign exercises to students, and how to do exercises for students, but just take exercises as a common task, because they were taught this way by their teachers who they encountered in the past, and now colleagues around them also do the same. At the same time, in the teaching

and research, in the teaching and research, we too often pay attention to the lessons in how to improve the class skills as well as the content is fully accurate common problems, there are few teachers to explore how to give students a better practice to improve learning efficiency, the effect of their comprehensive ability in order to achieve all-round development. For students, the daily practice for them, like a mechanical work, to complete the task of the teacher, and will not go to practice thinking is what role, for the result itself is a good student, is likely to be under the guidance of the teacher, do a lot of a lot of repeated mechanical and useless work, great frustration, Their enthusiasm and enthusiasm for learning have seriously affected their learning efficiency. For poor students, inappropriate difficulty exercises and confusion in exercises may greatly frustrate their sense of achievement and increase their sense of anxiety.

Therefore, as a teacher, it is a basic professional quality to arrange various kinds of exercises reasonably for students. Let practice play its maximum function and promote students' all-round development in all aspects. We should always bear in mind that practice is not the ultimate goal, the ultimate goal is to promote the all-round development of students through practice! Then I will practice how to apply in English classroom teaching, divided into listening practice, oral practice, reading practice, writing practice and translation practice these five parts to discuss!

2.1. Listening Practice

Listening is the first of the "four skills" in the process of English acquisition and it is the premise of language learning. However, low listening level has been troubling students. The development of listening teaching lags behind, which is caused by teachers' general requirements for listening, students' lack of listening experience, students' subconscious inertia and other reasons. As an input skill, listening teaching time is far less than reading teaching time, and at present, the traditional listening test-centered teaching mode is still adopted, and listening skill training is blind. Therefore, not only teachers need to know how to cultivate students' ability to learn listening independently and increase the input channels of language, but also need certain theoretical guidance and a lot of practice. The following aspects need paying attention to during doing listening practice.

Firstly, combine listening exercises with other skills (e.g. retelling, dictation, questions & answers) . It is important to develop listening skills together with other skills, especially speaking, because listening is not an isolated skill. Most of the time in real life listening occurs together with speaking and writing.(e.g. taking notes while listening).

Secondly, focus on the comprehension of meaning. In traditional textbooks, many listening exercises are testing students' memory, not their listening comprehension. It is important to design tasks that do not ask students to remember details that they wouldn't even remember in their native language.

Thirdly, grade difficulty level appropriately. It is very important to grade the difficulty level of the tasks. There are three factors that affect the difficulty level of listening task, the type of language used, task or purpose in listening, and context in which the listening occurs. As a teacher, the difficulty of listening materials we choose and the listening activities we set should be within students' ZPD, or also we can use the scaffolding strategies. (ZPD : It was proposed by Vygotsky. It refers to the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under teacher's guidance or in collaboration with more capable peers. In a word, ZPD is the difference between what learners can do without help and what they can do with help. It is believed that education is to give learners experience that are within their ZPD, thereby encouraging and advancing their individual learning. Scaffolding: It means that, in English teaching, the teacher provides enough guidance and assistance at the beginning to help students develop learning strategies, but gradually withdraw his/her guidance as students

progress so that they eventually become independent learners. With the scaffolding through questions and explanations, or with a more capable peer's support, the learner can move to a higher level of understanding and extending his or her skills or knowledge to the fullest power and potential).

Fourthly. Teaching listening strategies. Teachers ought to help learners develop listening strategies that can improve their listening proficiency. Such as predicting, inference, reasoning evaluating, etc. Besides, teachers should let students practice these strategies so that they can gradually use them successfully. Therefore, not only teachers need to know how to cultivate students' ability to learn listening independently and increase the input channels of language, but also need certain theoretical guidance and a lot of practice. The following aspects need paying attention to during doing listening practice.

2.2. Oral Practice

We all know that when someone open his or her mouth to say something, we can judge a person's English is poor or bad. Nowadays, being able to speak fluent English is not only the pursuit of English classroom teaching, but also the dream of most students. So how can the students achieve the goal of speaking fluent English as much as possible? In fact, in English learning, the critical period hypothesis has been put forward, indicating that it is best to start learning a foreign language as early as possible, no later than puberty. Beyond this critical period, (It based on the critical period hypothesis, if a student don't learn a foreign language before a certain age, perhaps around puberty, it became impossible to learn a language like a native speaker, for example, most people who learn a foreign language after puberty will have an accent. Secondly, as to grammar teaching it's more easier for middle school students to learn grammar rules than primary school students due to the changes, such as maturation of the brain. however, besides the age, which can influence students to learn a second language, there are still some other factors contribute to the second language acquisition, such as gender, motivation, attitude, etc.) it is extremely difficult to acquire perfect English pronunciation. Normally, students from well-off families usually have more opportunities to provide their children with pure English learning environment, however, students from less-well-off families may rely more on the help of school English teachers. This is why English is the subject with the biggest gap between urban rural education quality among all subjects.

Here focuses on how to do a good job in oral English teaching in view of the and latter phenomenon.

Firstly, good spoken English cannot be acquired without a good pronunciation. Pronunciation is an umbrella term covering many aspects such as sounds, stress, and intonation. It is important to teach children phonics or the 48 international phonetic symbols before teaching them words. In this way, children can recognize the words they can't read just like they can look up the dictionary when they meet the Chinese characters that they don't know.

Secondly, due to the long-standing pattern of English exams in our country, many students and teachers have ignored the practice of oral English. Even many students who can gain high scores of English dare to speak English in public or they can't say it at all. This requires that in the classroom English teaching, teachers should give students more opportunities to oral practice, for example, let them share their experience in English, or divide them into several oral competition groups and organize English debate and other ways to stimulate students' interest in English learning and improve their oral English ability.

Thirdly, maximizing meaningful interactions. In most classrooms, the typical interaction is teacher-student interaction. This leaves students in a very passive position as they will speak or act only when they are given a question or nominated to do so. And this type of interaction does not allow maximum participation among all the students. So when we design speaking practices, we need to ensure that the interaction is meaningful and participation is maximum.

Fourthly, personalized practice. We all remember the best things when they relate to our personal experiences, or when we can express our personal opinions. As teachers, we can help students learn better with personalized content and situations that allow students to talk or write about their life experiences and personal opinions, and ask questions that interest them to find answers. For example, we can draw lessons from students' experience of school life and provide them with opportunities to make use of their knowledge of famous people, music and sports.

Fifthly, build confidence. We all perform best when we are confident in ourselves. However, when speaking a foreign language, we are bound to make mistakes. Especially when students grow up, they care so much about their faces and don't want to be laughed at by others in class. Therefore, it is very important for teachers to create a relaxed and supportive environment that helps them build confidence. Only when students feel confident and comfortable speaking will they actively participate in activities. Only through more participation and more practice can they improve their oral fluency.

2.3. Reading Practice

English reading is one of the most frequent activities in the English language. Extensive English reading can promote the improvement of other English skills. In Our country, reading takes up the largest proportion of the examination scores from primary school to high school, even in college CET-4, CET-6 and postgraduate exams. Therefore, reading is also placed in the most important position in English classroom teaching. In traditional English teaching, most teachers promote students' reading ability through reading practice. So how to make reading practice in the practical application of English teaching play the maximum function, on this issue to make the following some discussions.

Firstly, it is extremely important to choose the right reading methods for special reading exercises. According to the requirements of different article topics, common reading comprehension methods are skimming and detailed reading. For example, if the topic requires a summary of the paragraph or the general idea of the article, it is necessary to let students scan the main text and quickly browse the full text. If they are required to looking for some kind of detailed information or information to understand the main meaning of the article from the surface to the deep understanding , then students need to read carefully.

Secondly, when doing reading exercises, let students learn to grasp the key words and core sentences, grasp the key words can more accurately understand the meaning of the article, and find the core sentence can better understand the theme of the article. When some complex long difficult sentences or abstract concept modifiers or even unknown words appear, it can reduce students' negative feelings of confusion and anxiety during reading practice.

Thirdly, reading exercises need to be properly strengthened. In addition to daily classroom learning, English reading training is relatively lacking for school students, so the school and teachers should arrange a certain amount of intensive reading training inside and outside the classroom. Whether reading articles or reading comprehension questions, 10 to 20 minutes a day, about two article's training, long-term persistence, the improvement of students' reading ability is inevitable.

Fourthly, the reading material had better be real, creative, colorful or interesting to the students. In view of the individual differences of students, teachers are flexible in the choice of reading materials to meet the different needs of each student, so that reading class exercises become more lively and interesting. While stimulating students' interest in reading, their reading ability is constantly improved.

2.4. Writing Practice

Writing ability is also a basic skill for students to master. It is a practical course required strong comprehensive ability. It can reflect a student's comprehensive English level, which mainly involves two aspects, grammar and vocabulary. If a student's grammar is not good or his or her vocabulary is not large enough, he or she will not be able to complete a good English writing. At the same time, writing also reflects students' English cultural accomplishment. In the process of English writing practice, we should focus on cultivating students' dictation ability, sentence making ability, imitation writing ability, written expression ability and the ability to master English writing skills.

In addition to some special class exercises, writing training can also exist in each link of English classroom teaching. There are mainly the following types of writing exercises that can be carried out in classroom teaching.

Firstly, make sentences. After learning new key words and phrases, students can be asked to make sentences, which can either be conjunctions into sentences or imitate the teacher's example sentences for practice.

Secondly, summary writing. When we finish to learn a new text or a passage, teachers can let students summarize the main content of the article and write it on the paper, not only can it improve students' summary ability, but also it can improve their writing level. We should give students as much time and imagination as possible to complete the writing is necessary.

Thirdly, imitation writing. The teacher usually classify the writing types before teaching students to write in order to let students write more accurately. For example, the most common is letter writing among middle school and high school students, and these letters can be divided into advice letters, notice, thank-you letter, invitation letters, introduction letter and so on. Each species is given a suitable template for imitation training.

Fourthly, free writing training. In fact, from imitation writing to free writing, it is a big leap process of quantitative change to qualitative change. It is also the ultimate goal and end-result of writing to express one's own emotions, sublimate one's own realm and inspire others. Give students as much time and imagination as possible to complete the writing is necessary. Meanwhile, we should realize that writing can only be improved by constant practice.

2.5. Translation Practice

English translation practice has always been neglected by middle and high school students. In fact, translation is ubiquitous in the process of Learning English, no matter it is listening practice, oral practice, reading practice or writing practice, they are directly related to translation. In practical teaching practice, it is increasingly found that translation practice is one of the important teaching methods for students to improve their scores. In English translation, the most common problem for students is that they cannot express themselves accurately in English. They usually translate with the thinking of their mother tongue and do not pay attention to the gap between bilingual languages. Therefore, how to do translation exercises effectively in class, correct students' learning thinking and improve the quality of teaching should be considered and studied by all teachers.

First, students should strengthen their own basic literacy, that is, the basic conditions for students to have a good translation ability. For example, perfect grammar system, extensive cultural accomplishment and profound vocabulary foundation.

Secondly, practice in translation. Translation, as a kind of language activity, is very practical. without spending too much time to improve one's translation ability is just like swimming without going into the water.

Thirdly, learn from good translations and be creative. In class, the teacher can show the excellent translation works to the students, which can be from the same age or classmate, or

from the masterpieces of famous translation masters. Then let the students discuss and put forward their own thoughts and insights, or finish the translation by themselves, and then compare with the excellent translation.

Fourthly, pay attention to the cultural differences in English translation. Translation is not just translating English into Chinese, but translating two different languages into idiomatic expressions. This requires translators to have profound knowledge of different cultures.

Chinese culture is extensive and profound. In translation, we should not only emphasize the accuracy of language, but also emphasize the profound feelings behind the meaning. Therefore, when doing translation exercises. Let the students know how the translation of different cultural backgrounds is more vivid and appropriate to express the meaning.

We all know that the result of translation is not absolute, there is no best translation, only better translation.

3. Summary

Since the national college entrance examination resumed in 1980, English has become a major subject for Chinese students to learn. Its importance is growing. From the city to the countryside, from high school to primary school and even kindergarten, from high-knowledge families to ordinary people, they have devoted a lot of effort to their children's English learning. They also have made a great effort for his children's English learning. Students of all ages have different feelings and attitudes towards English learning. In addition to regular school study, Before the implementation of the double reduction policy, English education institutions were everywhere. Therefore, research and thinking on how to better learn English as a foreign language should not stop there. Practice is an indispensable link in English class. Teachers should pay attention to the role of practice for students, and students should also take an active part in completing classroom exercises and after-class self-exercise in order to solve the problem of poverty English ability in essence, effectively improve the listening level, speaking, reading, writing and translation, promote all-round development. Students of all ages also have different feelings and attitudes towards English learning. In addition to regular learning in schools, before the introduction of the double reduction policy, English education institutions were also full of dazzling things. Therefore, the research and thinking on how to better learn English as a foreign language should not stop there. Practice is an indispensable link in English class.

Teachers should pay attention to the role of exercises for students, and students should also actively participate in the completion of classroom exercises and self-exercises after class, so as to solve the problem of poor English ability in essence, effectively improve the level of listening, speaking, reading, writing and translation, and promote all-round development.

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