

# Research on Phonics and Vocabulary Teaching in English Classroom of Rural Primary Schools

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**Abstract.** The first step in language learning is to learn how to pronounce, and pronunciation is not only the starting content of language learning, but also the cornerstone of language learning. This article takes English pronunciation teaching in rural primary schools as the starting point to explore and analyze the current teaching methods of pronunciation taught by rural primary school teachers, and proposes some feasible suggestions from the current education perspective. And in this process, the teaching methods of English vocabulary were mentioned. By combining different researchers' explanations of the teaching methods of English vocabulary, better vocabulary teaching methods were obtained in the later stage, allowing students to learn knowledge happily. In response to the current situation of rural primary school teaching, some suggestions are also proposed, such as strengthening the horizontal and vertical infiltration of pronunciation and intonation teaching content in pronunciation teaching, and paying attention to the comprehensive development of pronunciation; And in vocabulary teaching, teachers need to create a vocabulary teaching context and encourage students to comprehensively use vocabulary.

**Keywords:** Rural primary schools; English Phonics Teaching; English Vocabulary Teaching.

## 1. Introduction

Phonics is the first step in language learning and the foundation for communication through language. The theme of this article is to study the teaching of pronunciation and vocabulary in rural primary school English classrooms. I hope that this study can identify better teaching methods to help rural primary school students learn English better. In the learning of English, especially for primary school students, this is the primary stage of English education. Only by laying a solid foundation in this first step of learning will the later stages of learning become more and more smooth. Through the correct guidance of teachers in the classroom, every student's progress in learning English phonetics can be achieved. So vocabulary teaching is also crucial in this process. To achieve accurate language expression, efforts need to be made in vocabulary teaching. By combining different researchers' explanations of English vocabulary teaching methods, better vocabulary teaching methods can be obtained, so that students can achieve twice the result with half the effort when learning.

## 2. Rural Primary Schools

Rural primary schools refer to all schools located in rural areas that are usually suitable for children aged 6-12 to receive education, including those under central and local jurisdiction. Primary school is a formal school institution in China that implements primary education, and it is the beginning and foundation of basic education. In May 1985, the Decision of the Central Committee of the Communist Party of China on the Reform of the Education System proposed that China should make the implementation of nine-year compulsory education a major event, mobilize the people of all ethnic groups in the country, and implement it step by step [1].

The regional division of rural education reflects the need to develop different educational models for different types and levels of education. Currently, it generally includes rural school education and social education. Regarding rural school education, it is not limited to basic and vocational education,

but there is also an objective reality of including higher education. The scope of social education is relatively large, mainly targeting people of different ages in rural areas.

### **3. English Teaching**

#### **3.1. English Phonics Teaching**

Teaching, as a form of activity, has its main scope of implementation in specific places such as schools. The initiator of this type of activity is teachers, who carry out planned teaching. In terms of activity content, it mainly includes students' acquisition of knowledge, improvement of oral skills, cultivation of learning attitudes and abilities, polishing of teaching skills, and so on. The purpose of such activities is to achieve two-way communication between teachers and students and teaching to be completed smoothly. This behavior of teaching exists between teachers and students. In teaching, teachers play a dominant role and achieve two-way interaction and communication through rich teaching forms and classroom content. The purpose of interactive communication is to transmit information. In China's "Standards", it is mentioned that English pronunciation teaching is one of the core contents that determine the effectiveness of English teaching [2]. As the teaching goal of English phonetics teaching, it should be selectively applied by teachers through teaching methods that are suitable for the student group, in order to strengthen students' phonetics and intonation practice, so that students can master and ultimately use phonetics knowledge and skills to communicate with others.

In today's society, the sources of materials that support teaching content are quite extensive, and the most widely recognized and representative materials are obtained from textbooks. In addition to textbooks, online resources can also be used as a source of teaching content. The teaching content of rural primary schools in Q County, Shaanxi Province is mainly sourced from English textbooks published by Shaanxi Tourism Publishing House. Each unit of this textbook includes vocabulary familiarization content, dialogue and communication content, and reading skills content. There is no specialized section in the pronunciation teaching content in this textbook, and the school does not set up a specialized pronunciation course. Therefore, the content of English pronunciation teaching in rural primary schools in Q County, Shaanxi Province is for teachers to add pronunciation content in vocabulary classes, dialogue classes, and reading classes.

In the teaching process, teachers play a very important guiding role. In the teaching process, the main thread that runs through the teaching methods is the teaching principles. The teaching methods are scientifically implemented in the interaction and communication between teachers and students, with the aim of mastering various forms of teaching methods to carry out appropriate teaching, achieve the transformation of teaching content, and ultimately achieve teaching objectives [3]. The focus of phonetic teaching content is to train students regularly, teach them pronunciation, and how to use polite language in specific places to achieve twice the result with half the effort. The direct method is to train students' oral proficiency through extensive language practice and practice, aiming to cultivate their proficiency in correct pronunciation expression [4]. Through extensive oral practice, students can improve their oral fluency. Teachers are the masters of the rhythm of the entire class, controlling the teaching content and progress. As a passive recipients, students need to focus on the key knowledge taught by the teacher in class and have their own thinking. Phonics teaching is result-oriented, with the addition of a process-based learning approach. This means that phonetics teaching aims to enable students to engage in autonomous oral communication, among them, multimodal methods can be used to present sound in a three-dimensional form through the combination of different senses, namely auditory, visual, kinesthetic, and tactile. In this way, learners can hear sounds, see the movements of their lips and tongue, feel the difference, and attempt to reproduce it [5].and in this process, it is necessary to apply skills reasonably so that students can accept the lesson content and apply it effectively.

The teaching activities in this study refer to the classroom activities organized by teachers in the classroom. Specifically, in order to provide students with a higher level of understanding and experience of phonetic teaching content, rural primary school English teachers will use different forms of classroom activities to stimulate students' subjective initiative and help them become familiar with and understand the content taught in class. During class, it is necessary to pay attention to pronunciation oriented listening teaching, listening more and imitating more [6]. Starting from the characteristics of children's physical and mental development, some applicable teaching methods have been proposed, including the nursery rhyme teaching method, classification teaching method, and game teaching method. Among them, game teaching method includes competition games and card games. Through these teaching methods, students can not only master phonetic knowledge, but also experience the joy of learning phonetics [7]. Finally, the use of classroom activities as output methods is diverse. There are various forms of classroom activities, such as scenario play group presentations, golden microphone hosts, where is carrot games, debates, singing, competitions, and other forms that are frequently used in teaching.

In summary, the English pronunciation teaching in this study was conducted in rural primary school English classrooms. Teachers will determine the setting of later activity stages based on students' feedback on their activities. Because the purpose of everything is to enable students to happily learn and master relevant knowledge in classroom activities. Teachers will present classroom content in a form that students enjoy, deepen their impression, and enable them to master basic phonetic rules, as well as skills such as spelling and stress.

### **3.2. English Vocabulary Teaching**

Vocabulary is the foundation for the development of English language skills. When the teacher completes the general framework of English phonetics teaching, vocabulary needs to be synchronized and accumulated over time. Tracy proposed that mastering and applying vocabulary knowledge plays an indispensable role in revealing the meaning contained in language and accurate language output [8]. She believes that even in situations where learners are completely unaware of language structure, as long as they have sufficient knowledge of English vocabulary stored in their minds, they can become proficient and express their second language [8]. For primary school students who are new to English, mastering and applying vocabulary is crucial. It is also the foundation of English learning. Vocabulary teaching classes are listed separately for classes, similar to phonetic teaching where teachers play a leading role, and students learn and memorize vocabulary under the guidance of the teacher.

Different researchers have different understandings of vocabulary teaching concepts. Richards explains the meaning of vocabulary, believing that vocabulary is the smallest language unit in the process of writing or discourse expression. He summarized the eight aspects of vocabulary teaching [9]. The most important points are: firstly, expanding learners' vocabulary; Secondly, mastering the collocation forms of vocabulary; Thirdly, mastering the functionality of vocabulary and using appropriate vocabulary according to the situation. Richards' research demonstrates the true meaning of vocabulary teaching.

Hu Chundong from China proposed that vocabulary teaching is equivalent to cultural teaching, communication and communication teaching, student thinking teaching, learning teaching, and language teaching [10]. Vocabulary teaching is essentially second language English teaching. He mentioned that vocabulary teaching content should be comprehensively expanded, not limited to discussing vocabulary itself, but beyond the scope of vocabulary, changing the fixed mode, linking vocabulary teaching with language and culture, and emphasizing the universality and diversity of vocabulary teaching. The Chinese English education community agrees with Professor Hu's perspective on vocabulary teaching research, which is the mainstream perspective of linguists and educators in vocabulary research. Gui Shichun mentioned that in the process of vocabulary teaching, English teachers not only need to teach students individual words, but also need to teach students collocations and idioms related to vocabulary [11].

Educators at different times have different perspectives on the theoretical research of vocabulary teaching. It is precisely the unique discourse of educators on vocabulary teaching theories that enriches English teachers' attempts to use various vocabulary teaching theories in teaching activities, promoting the development of vocabulary teaching theories and activities.

During the teaching process, combining graphic words with comprehension and memory can help primary school students better understand and understand. Primary school students learning a second language for the first time, as teachers, can provide some incentive mechanisms to encourage students to memorize vocabulary. The specific method is as follows: when elementary school students are learning words, the teacher can provide a few words and match them with scene diagrams for students to guess the meaning of the words. The students who answer correctly can receive corresponding points. There are also various teaching forms in the direct situational teaching method, such as physical objects, picture painting, computer multimedia technology, body language, puzzle-based teaching, etc. Indirect vocabulary teaching includes reading short articles or articles, listening to recorded materials, speaking teaching, etc. Building a solid vocabulary foundation from a young age will bring many benefits in junior high school and even in college. For example, some teaching of the five facial features of the human body can be directly described using body language and allow elementary school students to quickly respond and answer.

#### **4. Suggestions for Phonics and Vocabulary Teaching**

##### **4.1. Strengthen the Horizontal and Vertical Penetration of Pronunciation and Intonation Teaching Content**

Firstly, rural primary school teachers themselves need to strengthen their learning of pronunciation and intonation, because only when teachers become familiar with the content can they better impart relevant knowledge to students. In the teaching process, attention should be paid to the whole rather than the parts. For example, teachers not only need to teach pronunciation skills for individual syllables, but also need to teach students how to integrate and integrate the pronunciation of single word conjunctions into sentences in the context. Due to the lack of separate phonetic teaching courses in rural English teaching, it gradually permeates into courses such as reading and vocabulary. Deepen the reading length horizontally and explore the depth of pronunciation vertically.

##### **4.2. Creating a Vocabulary Teaching Context and Encouraging Students to Utilize Vocabulary Comprehensively**

During the teaching process, teachers can split the key vocabulary of the topic that needs to be learned in the unit curriculum. For example, in a unit, the theme is "Balanced Nutrition", and the key vocabulary includes tomatoes, potatoes, fish, chicken, eggs, and milk. So during lesson preparation, teachers can prepare several small boxes in advance, put tomatoes, milk, eggs, etc. into each box, and then invite students to come up and smell the taste and say the words. The person who answers correctly can take away the delicious food. So in an extended classroom, a restaurant ordering scene can be provided, where a group of people can play the role of a waiter, a team of people can play the role of a customer ordering, and then switch roles. This not only deepens the students' impression of vocabulary, but also helps them learn how to use words and make sentences, which can kill two birds with one stone.

##### **4.3. Integration of Phonetics and Vocabulary, Targeting All Students**

Teachers need to have a solid foundation in their own skills, and vocabulary is indispensable in daily oral communication. During teaching, teachers need to step down from the podium and participate in the student group. When students are grouped for learning, teachers can randomly walk into a group of students and listen to their training process. After the end, teachers can provide some substantive reference suggestions. On the one hand, teachers can monitor students' completion in real-time, and on the other hand, they can reduce students' laziness, allowing them to understand that they are the

main body and that everyone needs to participate in the classroom, rather than other students saying it, so the other student doesn't have to say it. Phonics teaching is flexible and variable, and it does not have a fixed format to avoid students blindly memorizing mechanically, which goes against the original intention of phonetics teaching. The content of each scenario change training will be different, so practice makes perfect with more students [12].

## 5. Conclusion

English phonetics teaching is an interesting course, and teachers will be more flexible in their teaching methods and activity settings, in order to increase students' interest in learning English and enable them to like English and be more willing to communicate with each other. This is the significance of phonetics teaching. In the process of English learning, vocabulary serves as a bridge and bond that connects listening, speaking, reading, and writing skills. So, in the rural primary school education sector, teachers need to improve students' ability to use English vocabulary and their mastery of English. They need to place vocabulary in an important position in English teaching. With a rich vocabulary foundation, it will be greatly helpful in the later stages of speaking, reading, and writing.

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