

The Summary of Research on Classroom Discourse of Primary School English Teachers at Home

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Abstract

This paper first analyzes the situation of English teachers' classroom discourse at home and abroad, and then summarizes the domestic research literature. At the same time, it puts forward some problems, and gives corresponding suggestions. At the same time, it forecasts its future development situation.

Keywords

Domestic; Foreign; Primary school; English teacher; Classroom discourse.

1. Introduction

Classroom discourse is an important medium for knowledge construction, knowledge transfer and knowledge acquisition in the formal education process. Therefore, classroom discourse research is an extremely important topic in the field of education. The concept of classroom discourse is relatively broad, including: student discourse, classroom gossip, teacher discourse and teacher-student interaction discourse, etc. The discussion of teacher discourse in classroom discourse is conducive to mastering the teacher's teaching progress and teaching level, for the development of teachers. It has a certain driving role, and at the same time, it can also inject power into the progress of China's education.

2. The summary of the research on classroom discourse of primary school English teachers at home and abroad

In the process of researching teacher discourse, it can be started from a broad and narrow perspective. The generalized teacher discourse involves extra-speaking language and teacher discourse in the classroom. In short, the so-called foreign language refers to the general term for the words used by the students in the teaching process. From a narrow perspective, teacher discourse refers to the discourse content that teachers use in classroom organization and teaching process, that is, the words used by teachers in the classroom. At present, most of the researches on teacher discourse by experts and scholars are concentrated in the narrow sense. The following is an analysis of the situation of primary school English teachers' classroom discourse at home and abroad.

2.1 Foreign research on classroom discourse of primary school English teachers

The early discourse analysis was centered on Mitchel's research. Harris used the term dialogue analysis for the first time in the early 1950s. He clearly stated in the article "Discourse Analysis" that language is not scattered. Sentences are also what happens in vocabulary, but after the words are coherent. In the 1960s, discourse analysis was recognized by more and more professional scholars. In the mid-1960s, Black and so on. described a four-step framework for classroom discourse, namely response step, order step, response step, and trigger. step. After that, Sinclair summarized the three-step mode of classroom discourse IRF based on the theory of Black and so on. It refers to the teacher's feedback language, the teacher's elicitation language and the learner's answering language. It has brought great influence to the academic field of classroom discourse research. All in all, the study of classroom discourse in foreign countries in the 1950s and 1960s was mainly reflected in the level of classroom discourse. In the 1970s, discourse analysis gradually became a professional and independent disciplinary system, which involved language philosophy, sociolinguistics, human culture, and blood use, etc., and became a social topic of common concern in all walks of life. In many

important fields, many scholars have invested in this field. Sinclair of Birmingham University has achieved outstanding achievements in this field. His discourse analysis books clearly suggest that the analysis of educational discourse should start from the perspective of statement analysis at the original level. Explore the expression process and expression procedures [1]. After the 1980s, the discourse analysis system was more perfect, especially with the progress of language acquisition research. Experts and scholars conducted a microscopic and comprehensive analysis of teacher discourse. This research has caused extensive discussion in the language world, making scholars a professor of discourse. The research is deeper and gradually forms the reverse theory and method [2]. The professional academic journal "Discourse Process" edited by Van Dyck is typical, and its appearance has attracted the attention of experts and scholars. In the 1990s, many experts and scholars began to discuss teacher discourse from the perspective of pragmatics and semantics. Some researchers have emphasized the effect of language expression and the background of language application in the process of studying teacher language. In addition, some scholars have proposed the concept of teacher research and began to effectively explore the classroom in February in order to understand the relationship between pedagogy.

All in all, from the 1950s onwards, foreign scholars began to discuss teacher discourse. This concept has gradually become the focus of research by experts and scholars. With the increase of the number of researchers, the study of teacher discourse in the 1980s entered its peak.

2.2 Domestic research on classroom discourse of primary school English teachers

The analysis of teacher discourse in China can be traced back to the 1980s. Discourse analysis is mainly used in diplomatic discourse analysis, foreign language classroom discourse analysis, broadcast discourse analysis and slogan analysis. The author searches for 50 core journals related to it, including 20 empirical research papers and 30 literature research papers. The author summarizes the current research situation of English teachers' classroom discourse in China.

(1) Summary of empirical research

Zhou Yun, Zhao Xiaohong and Zhou Xing actively carried out a student-centered, teacher-led empirical study of English class. The research topics involved teacher discourse, classroom discourse and interactive mode. Zhao Xiaohong mainly observes the English reading class of relevant schools, collects relevant data information in the form of natural observation, quantifies and refines each of the three models, and then completes data collection and Tongji tasks. Zhao Xiaohong's investigation of English reading class can be described as the initial stage of classroom discourse research [3]. Later, Zhou Yun and Zhou Xing conducted more in-depth and meticulous empirical research on English classroom discourse. They will also take the student as the center as the theme, comprehensively observe the teacher's classroom discourse of the English curriculum of the relevant schools, and summarize the teacher's discourse characteristics. Inductive and discussion, and then found that the form of communication discussed is conducive to the emotional exchanges between teachers and students, while building a good teacher-student relationship, it is worth promoting and learning. After that, Jiang Yuhong and Liu Jiarong also elaborated on the above problems, analyzed and counted the number of teacher-student discourse substitutions in English classroom discourse. After analysis, they concluded that the classroom discourse is not in the hands of the teacher, the subject of the student. The status of sex has been reflected, and certain control and autonomy have been mastered [4]. Hu Qingqi explored two cases of English classes after this. He used the dialogue analysis method as a guide in the direction. He hoped that by studying the characteristics of the language communication between teachers and students, he tried to propose the conclusion that he chose the appropriate language content in order to improve the students' learning initiative. After research, he found that the teacher would pass Improve the quality of discourse and adjust the order of language use to provide students with opportunities for language expression, thus participating in classroom learning, improving learning enthusiasm and creating a good classroom atmosphere.

(2) Literature review

Liu Shaozhong and Tang Yanyu used speech act theory as the basis. They analyzed the characteristics of teachers' language from the perspective of language analysis, and emphasized the functions of teacher discourse, greetings, questions and instructions. Then He Aping effectively borrowed the corpus phrase as the starting point, and used the information technology to automatically divide the corpus. Through this method, the high-frequency word block language form and functional analysis legend were formed, which indicated the teacher concept in the classroom teaching process. Changes and updates. By analyzing the differences between teacher discourse and natural language, Zhang Min sums up the similarities and differences between the two. He believes that teacher discourse in the classroom teaching process means more instructional media and language input. Its function is simple and its form is simple. Limitations are not beneficial to the improvement of students' communication skills. Tian Yanling analyzes the three-stage discourse in classroom interaction, especially the realistic meaning of F-painting in external classroom teaching. It mainly discusses four factors: student factors, teacher questions, classroom teaching environment and teacher factors. Hope is right. The choice of teacher's classroom discourse model provides reference, improves the language learning environment, and improves students' language communication ability [5].

3. Problems in the study of classroom discourse in primary school English teachers in China and their development prospects

3.1 Problems existing

This paper discusses and summarizes the literature review content of the above-mentioned classroom discourse research, and then we can see that some experts and scholars in China have conducted a comprehensive discussion from the English classroom discourse literature and empirical aspects. Especially in recent years, these scholars have paid more and more attention to the empirical research of English classrooms, and the number of research has increased year by year [6]. This indirectly indicates that the mainstream of foreign language community has fully realized the necessity of classroom discourse research. However, the previous classroom discourse research is still not perfect, and it is urgent to further improve. The author believes that the common problems are as follows: First, less Some teachers use systematic diversified research methods to study classroom discourse [7]. Second, most experts and scholars explore from the perspective of linguistics or language teaching, and the perspective is too singular. Third, the content of the research needs to be improved. Most of them are sporadic cases, and it is difficult to conduct systematic and large-scale discussions. Based on the above questions from experts and scholars on the study of teacher's classroom discourse, the author believes that it is especially necessary to explore the development situation, which requires us to reflect [8].

3.2 Prospects for development

First, research methods are diversified. Most of the research will use quantitative research methods, statistical data information, after induction, co-ordination and interpretation, the final research results, although the results have certain reference and reference value, but the guiding significance from the perspective of front-line teachers Not strong. Therefore, future research should transform the research direction of the volume and advance to the qualitative research perspective. Based on the realistic meaning of the English teacher classroom discourse in the student knowledge construction, it provides guidance for the front-line teachers in the teaching direction. Reflect the application value of the research results.

Second, the research perspective is diversified. In the process of researching teachers' classroom discourse, if only from the perspective of language teaching, only the teaching function of education can be explored, and the discussion of teacher's classroom discourse from the perspective of linguistics can only clarify the micro-features of teacher discourse [9]. This requires that the future research direction of experts and scholars should organically integrate the two, or explore from many aspects, for example, analyze the meaning of teacher's classroom discourse for students' language

construction from the cognitive level, and make up for the shortcomings of domestic empirical research. And defects.

4. Conclusion

In summary, domestic and foreign language teaching for primary school English teachers is relatively more, and the research system has gradually formed, and the scope of research has expanded. However, according to the author's analysis, the research on classroom discourse of primary school English teachers in China is still insufficient. It is necessary to learn from the perspectives and contents of foreign theoretical research, not only to apply diversified research methods, but also to determine the diversified research perspectives, enrich the research content, and start from the perspective of front-line teachers as much as possible to provide reference and reference for teachers. The English classroom discourse is optimized to provide a data reference for students' English language proficiency improvement.

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