Innovative Research on English Phonetic Education for Township Pupils in Guangxi
A Case Study of Shanglin County, Nanning, Guangxi

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Abstract. In recent years, narrowing the gap between urban and rural compulsory education to promote educational equity has become one of the working policies of educators. At present, there are some difficulties for the existing mode of Guangxi township phonetic education to solve the problem of students' dialect English, such as little attention paid by teachers to phonetic teaching, isolated teaching content, the singularity of teaching methods, inflexible evaluation system, and inadequate supply of hardware equipment. To this end, efforts should be made to change the situation, including the innovation and integration of phonetic teaching materials and classroom activities, interest-oriented method, scientific evaluation approaches, so as to promote the development of Guangxi township phonetic education.

Keywords: Township pupils · English phonetic education · Innovation

1 Introduction

In recent years, the elementary English education in China has been constantly optimized and innovated in the original foundation. But there are still some problems in English pronunciation teaching for township primary schools. And there is a big difference between urban and rural primary schools' application of interesting pronunciation teaching [1]. Therefore, the innovative development of pronunciation education in township primary schools is getting more important. This review will specifically analyze the existing problems of English phonetic education mode for primary schools in Guangxi's villages and towns, and explore some resolvents about Integrating Information Technology into Curriculum from an instruction design perspective, hoping to provide some references for the development of Guangxi township phonetic education.

2 The Status Quo Analysis

Through field study and questionnaire survey, the following problems are found in English pronunciation education in Guangxi's township primary schools:

2.1 Teachers Pay Little Attention to Phonetic Teaching, and the Teaching Content is One-sided and Isolated

In language teaching, many teachers generally focus on the teaching of vocabulary and language functions. The survey results show 87.85% of the students reflect that their teachers seldom mention English phonetic knowledge in class, and only 9.76% of the teachers say that they can clearly emphasize and embody phonetic teaching, which is obviously not directly proportional to the importance of cultivating students' phonetic ability at the primary stage.

2.2 The Phonetic Teaching Environment Deviates from the Life-oriented Direction

According to the data, 34.58% of the students classify the lack of pronunciation learning atmosphere as the biggest difficulty in phonetic learning, and 44.39% of them think that they are afraid to speak English and lacked enough practice. Correspondingly, only 6.1% of teachers indicate that they would orient daily practice activities to students' learning environment, and most of them take classroom teaching as the construction point of teaching background. The disconnection between students' spoken language learning and real life greatly reduced the frequency of language use, which failed to meet the requirements of long-term learning of phonetics subjects.

2.3 The Pronunciation Teaching Method is Single and Students' Interest in Learning is not High

According to the statistics, 63.41% of the teachers teach phonetics mainly through reading aloud and listening imitation training. Even if they do use games to teach, the types of games often tend to be simplified. Correspondingly, only 17.29% of the students are interested in phonetic knowledge, which shows that students' interest is not high overall. To sum up, the simplification of pronunciation teaching methods greatly weakens students' interest in learning and teaching effectiveness.

2.4 Phonetic Teaching Produces Mixed Effects, and Approaches to Teaching Evaluation are Inflexible

According to the data, 74.3% of the students think group discussion and poetry recitation are much more helpful to improve their English pronunciation. That's to say, compared with teachers' help, the practice of correcting mistakes among students and promoting learning through competition will be more efficient. In addition, 71.95% of the teachers convey assignment is almost the only approach to evaluating students' learning, so the deviation of teaching evaluation mode is also a big hindrance to phonetic teaching practice.

2.5 There are Few Localized Pronunciation Teaching Materials and Hardware Equipment

As for the influence of dialectical accent on English pronunciation accuracy, 52.8% of the students have realized it, and hope that teachers can choose more localized teaching materials for teaching.

Besides, the supply of phonetic teaching equipment demands prompt solution. 30.49% of the teachers claim that the hardware problem of teaching equipment is the main factor limiting the feasibility of teaching practice. Although rural local governments have been increasing the investment in education and rural education facilities have been improved to some extent, there is still a certain gap compared with urban areas. The lack of some modern teaching equipment necessary for English teaching, such as projector, language lab, restricts the quality and efficiency of local English teaching.

3 Suggestions and Enlightenment of Phonetic Teaching

3.1 Innovating English Pronunciation Teaching Materials

In view of the difficulties caused by the heavy local accent to primary school students' English pronunciation, teachers should proceed from the students' actual situation, strengthening the discrimination teaching between the local pronunciation and the correct one [2]. For the phonetic materials, teachers should choose the audio or video of English natives, such as *Tim's Pronunciation Workshop*, *The American Accent Course*, as teaching materials, or shoot teaching videos of sounds discrimination creatively to help students avoid the adverse effects of local accents and achieve the goal of accurate pronunciation.

3.2 Designing Life-style Teaching Content and Classroom Activities

Teaching content should be correlated with life. It is advisable to integrate the regional culture in township areas, especially the local customs, into the teaching content. Classroom activities can also be real practical activities. For example, having finished the "Holidays" topic, teachers can have students hold holiday parties and communicate on a certain subject in English. Undoubtedly, the application of such forms as competition is also a highlight of the class style, which can fully mobilize students' enthusiasm for learning, so that they can practice in life and learn in practice, helping develop their abilities in cognition, comprehension and application.

3.3 Combining Phonetic Teaching with Listening and Reading Teaching

In the initial stage of phonetic learning, it is very important for students to improve their pronunciation by conducting classified intensive phonetic training [4]. On the basis of demonstration, teachers should help students identify similar phonemes, having them listening to, imitating and practicing lots of English and American recorded texts, especially paying attention to the pronunciation rules such as assimilation and complete explosion, so that students can acquire a stronger sense of language [5]. In teaching,

students should be allowed to appropriately contact with different accents on the basis of mastering a basic accent, so as to lay a foundation for their future development of communicative competence.

1) **Spelling strategy.**

Phonics is very suitable for beginners in non-native English-speaking countries, whose core is to establish correspondence between letter and sound. By recognizing letters, letter combinations and the sounds they represent, students are trained to intuitively react to words immediately, and develop their independent sense of sound. After students have learned to spell English words according to the pronunciation regularity of English letters, teachers need to apply syllable division strategy, so that they can cut polysyllabic words into multiple monosyllables and spell them one by one according to the order, syllables and rhythm [8].

2) **Dialogue reading strategy.**

Reading aloud is a major English learning method, which is not only beneficial to students' accumulation of vocabulary and sentences, but also conducive to students' cognition of language expressions, feeling of emotions, and promoting students to form a better sense of English language. Dialogue reading focuses on pronunciation and emotional expression, which is not easy for students to grasp, so teachers must guide them to use relevant dialogue reading countermeasures to improve their reading.

In the classroom teaching of dialogue reading, the application of emotional expression strategies should be emphasized, so that students can constantly read, feel and reflect their feelings in the continuous training of audio imitation [9]. Different from English words reading, dialogue reading has a certain phonetic environment, and different situations reflect different emotional colors. In the teaching process, teachers should pay attention to both students' pronunciation of English words and language expression fluidity to see if they can properly imitate the tone of the characters and accurately express the feelings.

3) **Comparative inductive reasoning strategy.**

The strategy means that teachers utilize some easily confusing pronunciations, eliminate negative transfer, make good use of positive transfer, and correctly guide students to find the differences between them in class, so as to deepen students' understanding and promote their memory. In reality, it isn't easy for most urban residents in China to distinguish the flat and warping tongue sounds in Chinese, and this kind of pronunciation is easily brought to study and training [2]. In order to better practice students' proper identification, teachers can help train proper pronunciation with tongue twisters, and at the same time guide them to beat time, so that students can gradually acquire the professional knowledge and get satisfaction. Through this kind of training, students can learn to distinguish themselves and prevent the negative transfer of Chinese or native dialect.

Meanwhile, teachers can classify words with similar pronunciation pattern to carry out classroom teaching. For example, when instructing the pronunciation of the English letter A, teachers can first have students speak out English words containing this letter, such as bad, sad, cap, etc., and summarize the pronunciation rules of A according to the

pronunciation of the letter in those words. Then, gather words that contain a combination of vowels and consonants such as a-l, a-u, a-w, and lead the students to train, aiming at develop their phonetic imagination in the light of the same letter group. Teaching the pronunciation of new words by the pronunciation rules of familiar words makes reasonable use of the positive transfer of prior knowledge, so that students can distinguish the pronunciation of new words by themselves. Besides, the regularity of word stress and sentence tone must also be summarized one by one, and then conduct the corresponding training, by reason of the importance to have a good sense of English re-reading from the very beginning of students' learning.

3.4 Interest-oriented Method

1) **Teaching 48 morphemes with gradient.**

First, show students 26 English letters and phrases in a sufficiently long continuous period, so that students can basically master the pronunciation of English letters. Second, further show the pronunciation of five vowels of different lengths in the words to students. Third, teach the pronunciation of 43 common letter combinations, and use tongue twisters to combine words containing these letter combinations into interesting sentences. Fourth, instruct International Phonetic Alphabet, in which process students can preliminarily construct the relationship between the sound, form and meaning of words through reading the example words and completing the activities of connecting words, phonetic symbols and pictures. This step lays the foundation for later phonetic learning.

At the same time, the teacher-centered teaching mode should be changed. In the teaching process, teachers should not directly tell students the pronunciation of those letter combinations, but inspire them to find out the pronunciation rules by listening carefully to the recording and observing the word structures, and encourage them to discover more learned words to confirm the pronunciation rules. Having mastered the pronunciation rules of letter combinations, students should be encouraged to read some new words that have not been learned but conform to the pronunciation rules, so as to increase their sense of achievement in phonetic learning and cultivate their independent learning abilities.

2) **Broadening the medium of phonetic teaching.**

Teachers can adopt some popular phoneme teaching methods, such as using pictures to express the pronunciation points of some phonemes. For example, when teaching the pronunciation of /ʃ/, teachers can use a cartoon of "A child puts his finger in front of his mouth and pronounces 'sh……'" to show students how to pronounce it well. Besides, watching acoustic English movies and listening to English songs can help students effectively understand, experience and master the correct phonetic feature rules in a pure and relaxed language learning environment.

3.5 Implement Scientific Voice Evaluation Methods

Speech detection can be divided into two categories: productive detection and terminating detection [10]. By the former one, teachers can immediately grasp the practical

effect of students' pronunciation learning and help deal with their problems in time. For example, the teacher can spend about ten minutes in class to carry out simple comedy, song performance and other themed classroom activities.

The latter is a phased examination mode. For example, when a certain link of speech training is coming to an end, students should be notified of the new project to be tested, so that they can prepare ahead of time and then take the test at the specified time. The exam can be flexible to arrange, not limited to a certain way, to try to prevent students from feeling boring and even worried, and allow them to carry out test preparation by various means, so that classroom teaching can maintain an orderly development trend.

4 Conclusion

This paper analyzes the existing problems of English phonetic education mode for primary schools in Guangxi's villages and towns from two aspects: textbook and teaching mode, and gives some reasonable solutions in teaching materials, teaching content, teaching methods and evaluation approaches. English phonetic education is a research field closely related to linguistics and cross-cultural communication theories. Future studies should not only focus on teachers' classroom behaviors, but also conduct in-depth discussions from different perspectives, so as to provide a broader vision and more effective research methods for the innovative development of phonetic education.

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