

## English Teaching Method Based on Interest

Sang Yuehua

Yunnan Arts University, No.1577 Yuhua Road, Chenggong District, Kunming 650500, Yunnan Province, P.R. China

1157353974@qq.com

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**Abstract:** learning English requires an innate capacity and external conditions. Everyone possesses an inborn capacity to acquire a language, but the success in learning English varies from individual to individual. Interest is the best teacher. It is impetus for English learners. However, there are some elements that influence student's interest. Through student-questionnaire, we recognize that well-planned teaching can stimulate students. Therefore, the teacher's role is crucial in teaching process. So teacher should enlarge their range of knowledge to meet different students' needs and find suitable teaching method.

Learning a language requires the operation of an innate capacity possessed by all human beings and that this capacity will function most effectively when certain external conditions are met, success in learning a foreign language through instruction will vary from individual to individual and from group to group. Interest plays a very important role in the learning language.

Interest can be divided into direct interest and indirect interest. Direct interest includes intelligence and language aptitude. Everybody possesses inborn capacity which permits them to acquire a language as a normal maturational process, what is more, some person is "gifted for languages"-this is language aptitude. Indirect interest is caused by utilization of English studying results.

There are some elements that influence students' interest. In order to find obstacle of learning English, while I did practice in middle school, I did students-questionnaire in on class that was made up of 50 students. The question was that "Do you like English? Why? Do you want to learn English well?". Students' response to the question shows as many as 60% of them think :

1. They don't like their English teachers.
2. They can't get used to the teaching method
3. Learning English is too hard and boring
4. Their achievement in English study is too small.

I also recognize that people have different motives for learning English. 80% of students think that studying English "because they want to", the others "because they have to". The former would probably be taught to be better motivated. In much teaching, pupil's personal motivation is unlikely to be strong. So I think teachers should set out to motivate them through the learning process itself. Teaching is planned so that learning becomes an interest, even at times an entertaining process, students would be interested in learning English. Textbook is used "only as a guide to the learning process. The teacher is expected to be the master of his textbook". The teacher plays an active and direct role in the success of the teaching method. A successful teacher attached to going beyond the textbook, stimulating students to apply and relate what was learned in class to their own interests, friends, families, the broader society and current issues. Traditionally, teachers are merely the authoritarian provider of information, and learners listen attentively and respond physically to commands given by the teaching. Learners are passive and have little interest in the content of learning, since content is determined by the teacher who follows the imperative based format for lessons.

"the closer the connection between method and learner, the higher the motivating power". Therefore, the teaching method should take into consideration of the learner-his needs and

aspiration. If it is to achieve the desired results, must be suited to the interests and social needs of the learner. So students' attitude towards what is being taught in the classroom is largely determined by how the teaching point is handled by the teacher and also by the affective factors such as the attitude of the teacher towards his subject, his students and his involvement in his profession.

The first one is the communicative teaching method. Language is an art. The real goal of instruction was an ability to talk the language and not to talk about it. An integrated communicative language teaching approach concentrates the language teaching on the rules needed for using the language in social situation rather than the grammatical rules that we need to produce correct sentence. A communicative approach is a good way to develop the students' ability of using the English language. It provides much opportunity to the students to talk as individuals to each other, to use as much English as they can, to say things which they decided to say. Through the activities, students can do something with new knowledge. It is important to motivate students. For example, students get to know more about ants and they can use new words to express themselves; Dialogue is a popular form of oral drill in the classroom. Teacher simulates conversation, giving students a sense of using actual language, but teacher just initiates students a sense of using actual language, but teacher just initiates student, and does not correct errors. Students have to cope by themselves. The teacher does not talk at all, the students do all the talking, and students are free to say whatever they want. First, students are often very uncooperative either because of their shyness or their indifference to English teaching. But this handicap can be removed if the teacher makes constant and persistent efforts to make the classroom atmosphere active. Students would accept this kind of method, and like the activities because the activities can satisfy their curiosity(knowing something new about ants), give them a sense of accomplishment (understanding the central idea of the text effectively) ,and get personal enjoyment.( expressing them themselves in English).

The second one is to use medium. Helping students learn to use media is one of the most effective ways. Teachers should give students this powerful means of communication and large learning. Today, many schools are well equipped with the very latest equipments such as video, instructional television, sound-recording systems and computers. Thus, teachers can provide students with a perfect opportunity for using and practicing language to communicate in a way that is highly motivating and meaningful. These media can bring classroom to life because they are especially appealing to today's youth. Through planning, enacting and thinking, students can use language in appealingly new ways, they will be happy to share new knowledge.

The third one is extra-curricular activities. Teacher organizes colorful activities, such as English corner, English words competition, English song competition and so on. These extracurricular can motivate students to learn English. Motivation is a basic tool in teaching, language activities are efficient ways to draw student's attention and involve them in language learning and applying. Students will soon benefit from these activities, students can acquire new information as they learn, and they must feel that they have a compelling interest to master the language.

Traditionally, teacher attempts to realize his educational aims through the process of "hearing" the textbook, day after day. This is unfortunate. He doesn't pay attention to the student's interest and he doesn't realize that he is in an especially important position to promote their curiosity. Because outside of the parents, perhaps nobody else has the unique opportunity of being able to observe the child for so many hours and in such a variety of situations. Actually, the entire enterprise of education is determined by the teacher, especially English learning. Good teachers should consistently reflect on their practice, study their impact on students, make teaching methods and organize many activities to enhance the full realization of student's potential. All of the teaching approaches contribute to the interest of English teaching.

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