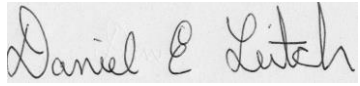


UNDERSTANDING OF ENGLISH GRAMMAR TEACHING
IN CHINESE ELEMENTARY SCHOOL
-- FOCUS ON THE FIRST SEMESTER OF THE FIFTH GRADE

Approved: 
Daniel E Leitch

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Zhu Ying

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Abstract

UNDERSTANDING OF ENGLISH GRAMMAR TEACHING IN CHINESE ELEMENTARY SCHOOL -- FOCUS ON THE FIRST SEMESTER OF THE FIFTH GRADE Under the Supervision of Professor Daniel E Leitch

Grammar teaching has been the focus of English teaching in Chinese elementary school. From all the knowledge especially in elementary school, grammar is the most difficult and boring part for students. Nevertheless, only by getting more grammatical awareness during the primary school students' language learning can they upgrade their accuracy of using language, and so the teaching method of Grammar teaching exercises a great influence on the efficiency of elementary school English teaching.

This paper will pay attention on the grammar teaching in primary school. The author will analyze some existing teaching method and teaching plans, and based on these analyses, try to find a conclusion which can avoid the primary school students developing negative emotions and make the English grammar teaching more efficiency and attractive

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Chapter I Introduction

English is one of the most widely used languages in the world. English, as an international language in the modern world, not only belongs to the United States and Britain, but also to the whole world. For example, in China, people usually start to learn English only when they are five or six years old or even younger. English becomes one of the most popular languages in China. Students are required to learn English in the first grade in primary school, and continue to learn it until university even until work. They are required to attend some exams to show their abilities to use English. On the other hand, for most people, they must use English when they work. English becomes an indispensable part of lives. Although our mother tongue is Chinese, people more often require the use of the English language in China. We can see English everywhere for example in the computer, on TV, in newspapers and some other places.

Most of the students learn English from elementary school, even some children touch it more younger. It is a basic education in China and it is a kind of comprehensive quality education which based on pure language learning. In the learning of English, grammar learning is particularly important. Ren Cuiqin (2007) pointed that if the students don't understand the internal rules of the language, it will influence them to use that language to communicate accurately (p.88). The specific function of Chinese elementary EFL (English as a Foreign Language) learners' learning English grammar is to cultivate their grammatical awareness. Only if getting more grammatical awareness during their language learning can they upgrade their accuracy of using languages. The fundamental aim of language teaching is to help students know and grasp how to use it, make it become a tool to communicate in the real lifetime.

Nevertheless, there are still some problems that we should work hard to resolve. Though the grammar learning is quite important, it is a little bit boring. Just as Sun Zhilin mentioned

(2009, p.153), it has too much content, so that the students always show less interest in grammar learning. This research is aimed to understanding the targets of the English grammar teaching and the characteristic of elementary school student, and try to give some solutions based on the research.

Purpose of the Study

Different from the researches of the whole English grammar teaching, this work paid all attention on the grammar teaching in primary school, and the purpose of this study is try to draw a conclusion which may be helpful to avoid the primary school students developing negative emotions and help them to understand grammar better. Furthermore, this study will try to find some method to inspire and cultivate students' interests in learning English, and to form a comprehensive language using ability.

Significance of the Study

Grammar teaching has been the focus of English teaching in primary school English grammar teaching, while is worthy of teachers research. In the modern society, students almost start to learn English from the first grade in elementary school because English is becoming the most widely used and important language all over the world.

For the English teacher, how to let the students learn more and feel interesting in English class become an important aspect. And from all the knowledge especially in elementary school, grammar is the most difficult and boring part for students. So the study of the English grammar teaching will make the English grammar teaching more efficiency and attractive.

Chapter II Background

In China, students have three English classes one week. And there are 40 minutes for each class. They use the book named *The Compulsory Education Curriculum Standard Experiment Textbook English (PEP)*. All the primary schools in Zhejiang use those books from grade 3 to grade 6.

My paper is most focused on the students in the first semester of the fifth grade. First of all, they have sustained interests in learning English and hobbies and can use simple English to greetings, exchanging simple information about individual, family and friends. Second, according to the content, students can show small dialogues or songs. Third, students should understand, read with the help of pictures and retell the stories. Fourth, based on pictures, students can write some simple sentences. All in all, in the process of learning English, students should understand the culture and customs of other countries, learn to cooperate with others, and learn from others.

Chapter III The Content of the Grammar in the First Semester of Grade Five

Elementary English grammar relates principally to the following content: be verb- is, am, are; the plurals of nouns; the use of the Cardinal Numbers and Ordinal Numbers; a variety of tenses- the present continuous tense, present tense, the past tense and future tense (Sun Zhilin, p.153). And for the first semester of grade five, students mainly learn the grammar in the below aspects:

Unit 1

(1) Sentence: -What is he/she/it like?

-He/She/It is tall/short/strong....

(Distinguish: -What does she/he/it like?

-He/She/It likes....)

(2) Who is your ...(art/English/Chinese/PE/computer/math...) teacher?

(3) Who is ...(name)?

For example: Who is Mr Young?

(4) ... will be

For example: Ms Wang will be our new Chinese teacher.

Unit 2

Sentence Patterns:

(1) -What day is it today?

-It is Monday/ Tuesday/ Wednesday/ Thursday/ Friday/ Saturday/ Sunday.

(2) What do you have on ...(Mondays/ Tuesdays/ Wednesdays/ Thursdays/ Fridays/ Saturdays/ Sundays)?

(3) What do you do on ...(Mondays/ Tuesdays/ Wednesdays/ Thursdays/ Fridays/ Saturdays/ Sundays)?

(1. Distinguish “have” and “do”; 2. Put a “s” in the end of the week)

(4) Do you often ...(play football/read books/ wash my clothes/ watch TV/ do homework) in ...(place)?

Easy Wrong Questions:

(1) -What day is it today? -It is Tuesday.

(2) -We have math and Chinese on the weekend.

(3) - Monday is the second day of a week.

(4) - (Any day) is my favorite day.

(5) -Today is Wednesday, tomorrow is Thursday.

Unit 3

(1) What would you like to eat? (if “hungry”)

(2) What would you like to drink? (if “thirsty”)

(3) What’s your favorite food?

(4) -Would you like any beef and fish? -Yes, please.

-Would you like any coffee? -No, thanks.

Easy Wrong Questions:

(1) My mother often reads books on Tuesdays.

(2) I would like some ice cream for dinner today.

(3) Onions are my favorite food.

(4) - What/ How about some salad?

(5) I like some chicken, it is delicious.

Unit 4

(1) -What can you do? -I can....

Attention: The noun in the Verb phrases is usually in the plural. "s/ es"

For example: read books , wash my clothes...

(2) - Can you...?

-Yes, I can. / No, I can't.

(3) We will have an English party next Tuesday.

(4) What can you do for the party?

(5) She can play the pipa but she can't play basketball.

Attention: play + all kinds of sports balls play + the + musical instrument

(6) -Can you do any kungfu, John?

-No, I can't do any kungfu but I can do some cooking.

Pay attention: "some" use for assertive sentence, "any" use for negative sentence and question sentence.

Easy Wrong Questions:

(1) What day is it today? It is Friday.

(2) I can sing English songs for the party.

(3) My father can play / table tennis very well, I can play the piano.

(4) Can you read books (book) for your sister? Yes, I can.

(5) Please send me an email at robin@urfriend.com.

(6) Can you do any (any, some) housework? Yes, I can do some (any, some).

Unit 5,6

(1) There be (are/is)....

Pay attention: be verb: Count nouns in the singular (a cat) and uncountable nouns (water)

use “is”, the plural countable nouns (flowers) use “are” .

(2) There is a book and some pens in the pencil case.

(3) There are bottles and water on the table.

Attention:

there be...: (principle of proximity)

Through the word closest to the be verb plural option be verb.

(4) -Is there a river in the forest? -Yes, there is.

(5) -Are there any tall buildings in the nature park? -No, there aren't.

Easy Wrong Questions:

(1) There is (is/are) a big bed in my bedroom.

(2) There are (is/are) two apples on the table.

(3) There is (is/are) a river and three houses by the forest .

(4) There are (is/are) two blue balls and a white ball under the bed.

(5) (Is/Are) Are there any tall buildings in the nature park?

For each semester, students will get a paper like above which include all the main grammar so that they can remember and grasp them comprehensively.

Chapter IV Some Teaching Method

Reading English Course Standard points out: Basic English language knowledge is an organic part of comprehensive English. In the process of teaching, make students to learn and master English in which the established stable symbol operation system, such as pronunciation, spelling, grammar rules, rules of semantic, pragmatic rules, which are benefit to improve the efficiency of English learning and to cultivate their English practical skills. Master the basics of English grammar is the one of the basic objectives of English courses in the elementary English education.

In addition, the main question is how to teach English grammar in primary school.

Usually, teachers will use the teaching method like below:

First of all, with the aid of physical objects or the media, establishment situation, image to learn grammar. For example, a book, two books, three books; a pen, two pens; an English book, two English books... Teachers also can seize the psychological characteristics of the pupils who love to count to teach (Zhang Dan ,p.153). For example, when teaches apples, teachers can use multimedia to display some apples, pick apples one by one, then students count the numbers, let the students perceive the plural forms of expression.

Second, using songs or jingles, fun to learn grammar. Song and jingle are very popular which students like them very much. For example, the song named *My bedroom* can help students know how to use “has”.

I have a table in my bedroom.

My little table has four legs.

I have a chair in my bedroom.

My little chair has four legs, too.

Like the song *In the classroom* which can let students know the phrase there be.

In the classroom, in the classroom.

There is a blackboard on the wall.

There are tables, there are windows.

In the classroom where we learn.

Songs make the boring grammar become vividly that students all like them.

Third, games with grammar. All the students like play games, they will always be interested in it.

Chapter V Two Teaching Plans

I will show the English grammar teaching through the teaching plan or course record. The first one is from one of the best English teacher of our school. And he is my mentor in English. His English name is Bear.

Topic: Healthy food

Teaching contents: Part A Let's talk of Unit 3 Grade 5(PEP)

Knowledge aims:

- 1) Review the words of food.
- 2) Students can understand and say the sentences:

-What would you like ? -I'd like... .

Ability aims: 1) Can use the new sentences in real life situation.

Emotion aims: 1) Cherish the life, build up the healthy sense of daily diet.

Teaching aids: computers & cards

Teaching procedures:

Step 1 Warming up

Song "An apple a day"

Self-introduction "I'm Mr Bear, I am healthy and strong ."

Students to say " I'm ... "

Step 2 Presentation

Magic canteen <To review the words of foods>

Game: What do you remember ?

Guess "What would I like?" and present the sentence "What would you like?"

"I'd like"

Students to say “I’d like”

Step 3 Practice

Chant : Apple, apple, makes me healthy .

Tofu, tofu, makes me tall .

Mutton, mutton, makes me strong.

Fish ,fish, makes me smart.

What would you like? What would you like?

I’d like all. I ’d like all.

b. Third person .

(Students ask and answer with the sentence patterns the tell others “What would you like?

I’d like... .”)

Tape

Listen twice and answer the questions “What would Mike like? What would Sarah like?”

Listen again and repeat .

Step 4 Consolidation

Interview “Harry potter”

“What would you like for breakfast/lunch/dinner ?”

Task :Choose your best food for breakfast, lunch, dinner and express the reason.

Step 5 .Homework

To make a healthy menu for your family.

To make a recommended menu for your school.

On the surface, this lesson is more focus on two aims: first is help students use the new

sentences in real life situation. “What would you like? I’d like... .” Second is to cherish the life, build up the healthy sense of daily diet. It seems that from the beginning to the end, this lesson do not involve any grammar points. But if we go to see some details of this lesson, in fact, we will find grammar knowledge everywhere, throughout the whole class.

For example, the chant part. It says:

Apple, apple, makes me healthy .

Tofu, tofu, makes me tall .

Mutton, mutton, makes me strong.

Fish ,fish, makes me smart.

What would you like? What would you like?

I’d like all. I ’d like all.

It help students know how to use “make”. If the subject is the first person, use “make.” If the subject is the singular third person, use “makes”.

And for the main sentence: -What would you like? -I’d like “I’d like= I would like. Would like= want” This grammar, I just show students from some sentences and dialogues. From several practice, students can know about it.

The second lesson plan is mine. The theme is similar with Mr bear.

Topic: What would you like?

Goal: Students will be able to know how to order a meal healthily and reasonably.

Objectives: Students will have a basic knowledge about ordering a healthy and reasonable meal aiming at different people.

Teaching Materials: Unit 5 Dinner is ready.

Other Materials Needed: PowerPoint, blackboard

Relevant Background: Before class- Students have learned those two sentences, and some words about the food.

After learning- Students are required to review and brainstorming all the words about food and practice dialogues in pairs, and know something about the order methods relate to our lives.

Blackboard-writing:



Teaching procedures:

<p>Greeting</p> <p>T: Good morning.</p> <p>T: I'm your new teacher. My name is Emma. What's your name? You please. / How are you? /How old are you? / I like apples, what do you like?</p>	<p>Ss: Good morning, teacher.</p> <p>Ss: My name is...</p> <p>I' m fine.</p> <p>I' m ten.</p> <p>I' like ...</p>
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<p>Warming up</p> <p>Food train</p> <p>T: Now let's play a game.</p>	<p>Ss: Cake, ice cream, cake, ice cream.</p> <p>Hamburger, hamburger, hamburger, hamburger. Soup, soup.</p>
<p>Presentation</p> <p>(1) Review</p> <p>A. Words</p> <p>a. Read and remember words.</p> <p>b. What can you see?</p> <p>Read the words together.</p> <p>(2) Sentences</p> <p>T: There is much food here.</p> <p>Among them, I'd like some fish. What would you like?</p> <p>(3) Write</p> <p>T: Now take out your paper. Ask and answer with your partner, what</p>	<p>Ss: Read and remember.</p> <p>Bread, juice, beef, milk, Coke, vegetable, hamburger, milk, fish, egg, pear, soup.....</p> <p>Ss: I see.....</p> <p>Ss: Read the words about food.</p> <p>Ss: I'd like.....</p> <p>Ss: Write words.</p>

would you like, and write them down.

2. Classify of food

(1) Words

T: What would you like?

(invite 4 students)

T: Put the words on the
blackboard.

T: Can I put... here?

T: What are they?

Text one

(1) Discuss

T: They have much food here.

Today they want to have dinner together.

What do they have?

(2) Find a good menu.

T: Look. ...dishes for 4 people,
it' s too much. Can you take something
out?

Ss: I' d like.....

Ss: Classify.

Ss: Fruit. Drink. Meat. Junk food.

Others.

Ss: milk, soup.....

<p>T: How many people here? How many dishes here?</p> <p>(3) Practice the text.</p> <p>(4) Extension</p> <p>T: I have many pictures. Can you just look and tell me, it is good?</p> <p>Text two</p> <p>(1) Listening</p> <p>T: I have 4 friends. They are Mr Fat, Miss Thin, Baby and Mr Old.</p> <p>Now just listen and tick what do they like.</p> <p>T: What does Mr Fat like?</p>	<p>Ss: 4</p> <p>6</p> <p>Ss: A bread.</p> <p>An apple.</p> <p>Some chicken.</p> <p>Some rice.</p> <p>Drink and soup.</p> <p>4 and 2.</p> <p>It is good.</p> <p>Ss: Yes./ No.</p> <p>Ss: Listen and tick.</p> <p>Ss: Mr Fat likes hot dogs and Coke.</p> <p>Miss Thin likes bread and rice.</p> <p>Baby likes soup and water,</p> <p>Mr Old likes noodles and cakes.</p>
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<p>What does Miss Thin like?</p> <p>What does Baby like?</p> <p>What does Mr Old like?</p> <p>(2)Judge</p> <p>T: Mr Fat: Can I have some hamburgers? Can I have some Coke?</p> <p>Miss Thin: Can I have a hot dog?</p> <p>Can I have some chicken?</p> <p>Baby: Can I have some milk?</p> <p>Can I have some coffee?</p> <p>Mr Old: Can I have a hamburger?</p> <p>Can I have some noodles?</p> <p>(3)Act</p> <p>T: There are 4 people here. But there are only 3 dishes. Mr Fat has nothing to eat. He is cry. Who want to act Mr Fat?</p> <p>T: Mr Fat has nothing to eat. Can you help him? Give him some advice. Would you like some apples?</p>	<p>Ss: Yes. / No.</p> <p>Ss: one student act as Mr Fat.</p> <p>Ss: Would you like fish/egg/pork/chicken...?</p> <p>Mr Fat: Yes./ No.</p>
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T: Look at here. 4 people, 4 dishes. But 4 and 2, it is good. So maybe they can have vegetables and soup.

T: Apples for Fat. Chicken for Thin. Milk for Baby. Noodles for Old. Vegetables and soup. Different people. Different food.

(4)Practice

(5)Practice two texts.

Extension

(1) Discuss

T: Look. Who are they?

T: Can you guess what do they like?

Ss: Read.

Ss: Read.

Ss: Mr Qian, Miss Huang, Miss Fu with her baby, and Miss Zhu.

Ss: Mr Qian likes..., Miss Huang likes..., Miss Fu likes... The baby likes..., and Miss Zhu likes... ..

(2) Listening

T: Today they will have dinner together. Let's listen and look what they talk about. And when you listening, please think about those two questions:

What would Mr Qian like?

What would Miss Huang like?

(3) Group work

T: Can you make a menu for them?

(4) Show time

Show their menus which make for teachers.

Conclusion

T: Now, we know there are much food, some are good, some are not, and we can not waste food.

Homework

Make a menu for your family.

Ss: Listen and look.

Ss: Mr Qian likes noodles and juice.

Miss Huang likes rice, fish, water, and Coke.

_____ for _____

_____ for _____

_____ for _____ +2 _____ for everyone.

_____ for _____

_____ for _____

For this lesson, the most important task is to practice two main sentences: “-What would you like? -I’ d like... -Would you like...? - Yes. / No.” And students will have a basic knowledge about ordering a healthy and reasonable meal aiming at different people. Furthermore, this lesson is still relate to some grammar. For example, first, the first short essay from the blackboard, it says: A bread. An apple. Some chicken. Some rice. Drink and soup. 4 and 2. It is good. Though it is very short, it is include varieties of grammar. The differences use of “a” and “an”; “chicken” and “rice” are uncountable nouns. This essay is formative from students, so it must can interested their attention. Second, in the extensive part, there is a sentence pattern “What do they like?” The answer is ... likes... . Practice again and again about this sentence, students would know that the verb after the singular third person should add “s”.

Third, near the end, I ask students to write a menu from the paper like this:

_____	for _____		

_____	for _____		
_____		_____	
_____	for _____	+2	_____ for everyone.
_____		_____	
_____	for _____	_____	
_____		_____	
_____	for _____		

From this task, they would know the word “for”. Then , if I give them another sentence, they would know how to use this word. For example: I would like some ice cream “for” dinner.

Chapter VI Conclusion

Now, more and more people realize that English is very significant in their daily lives. Even for my students, most of them come in touch with English every day. They like English and know deeply that they should learn English well. And for the teachers, usually, in the teaching of English, grammar learning is particularly important. The specific function of Chinese elementary EFL (English as a Foreign Language) learners' learning English grammar is to cultivate their grammatical awareness. Only by getting more grammatical awareness during their language learning can they upgrade their accuracy of using language.

The fundamental aim of language teaching is to help students how to use better to say it and make it become a tool to communicate. So the characteristic of English teaching in elementary school is to break up the grammar concepts and put them into specific context or examples. This method helps the students to accept these concepts easier, but hinders the students from mastering the grammar systematically. More useful solutions or suggestions will make the English grammar teaching more efficiency and attractive to the elementary students.

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