

Discussion on Methods to Improve Students' Interest in English Learning

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Abstract: *In today's globalized world, English has become a world-wide-used language. However, for many students, learning English can become a tedious task. Therefore, how to increase students' interest in learning English has become an important teaching challenge. This article will explore some effective methods and strategies to help teachers stimulate students' interest in learning English.*

Keywords: Methods; Strategy; English learning; Interest.

1. INTRODUCTION

In order to increase students' interest in learning English, strategies and methods such as creating a relaxed and pleasant learning atmosphere, focusing on practical application, stimulating students' learning motivation, the application of multimedia technology and reasonable learning goals should be applied so as to help students overcome the difficulties of English learning, cultivate students' learning interest and learning habits, and improve students' English learning ability. It is believed that through the joint efforts of teachers and students, students' interest in English learning will be effectively improved.

2. GENERAL METHODS AND STRATEGIES

2.1 Create a pleasant learning environment

The learning environment is essential to a student's interest in learning. Teachers can create a warm and vibrant classroom environment where students feel relaxed and enjoyable. For example, decorate the classroom, paste English words and pictures, and make students feel fun and surprised while learning. In addition, teachers can make use of multimedia to make the lessons more interesting.

2.2 Innovative teaching methods

Monotonous teaching methods can easily make students lose interest. Therefore, teachers should experiment with different teaching methods to capture the attention of students. For example, use interactive activities such as games and role-plays to stimulate students' interest in learning. In addition, teachers can also introduce multimedia resources such as music, videos, and movies to help students better understand and retain English knowledge.

2.3 Create fun learning content

Content is the key to stimulating students' interest in learning. Teachers should design interesting and challenging learning content to engage students. For example, add interest to learning by explaining English tongue twisters, riddles, and interesting stories. In addition, teachers can also choose relevant topics according to students' interests and hobbies, thus increasing motivation for learning[1].

2.4 Cultivate students' self-directed learning ability

Students' active participation and awareness of self-directed learning are essential to increase interest in learning. Teachers should encourage students to ask questions, participate in discussions, and develop their ability to think independently and solve problems. In addition, teachers can provide students with resources and tools for self-directed learning, such as online learning platforms and learning communities, to help them explore and learn English on their own[2].

2.5 Encourage students to diversify their learning styles

Every student has a different learning style and preferences. Teachers should respect students' differences and help them find their own learning style. For example, some students like to read, and teachers can provide rich English reading materials; Some students like to listen to music, and teachers can guide them to learn English through songs; Some students like to watch movies, and teachers can recommend some excellent English movies to them. Through a variety of learning styles, students can better develop their English skills and increase their interest in learning.

2.6 Set goals and give rewards

The goal is the driving force that motivates students to learn. Teachers should help students set achievable goals and encourage them to work towards them. At the same time, teachers can also set up some reward mechanisms, such as praise and small gifts, as a reward for students' hard work. Through incentives and rewards, students will be more motivated and interested in engaging in English learning.

3. SPECIFIC METHOD

English classroom teaching can be taken as the most important place to educate students for their courses, one of which is English. English classroom has a strong vitality. Once these factors are stimulated and mobilized, the English class will become lively, interesting and full of energy. The smooth development of "student interaction" determines whether the teaching content, teaching methods and teaching means can be implemented and even whether the teaching objectives can be achieved. Therefore, it is regarded as the core content of English teaching interaction and one of the fundamental differences between contemporary English classroom teaching and traditional English teaching.

3.1 The basic modes of "student-student interaction" in English classroom

"Student interaction" in English classroom teaching refers to the two-way or multi-directional communication activities carried out by students under the guidance of teachers in the process of jointly constructing knowledge and cultivating ability in order to achieve the established teaching objectives. "Student interaction" activities can involve listening, speaking, reading, writing, translation and other language skills. In English classroom teaching, teachers should organize the interaction between students, only in this way can the effect of English teaching be greatly improved. In many years of English teaching, the author has found five efficient and easy to operate "student interaction" teaching mode, namely: "one person speech, two people pair, three people group report, four people group discussion, five people write and play" model[3].

3.2 One person speaking

There are two forms of one-person speech: one is to use the first five minutes of the English class to arrange one speaker at a time. The speaker choose their interested topic, refer to English magazines and newspapers in advance, combined with the own English level, select the article that oneself like, control will be the new words in a certain range, replace with learned vocabulary and structure parts are difficult or easy words and structures, before the speech topic and write new words on the blackboard, can be other students listen and take notes. After the speech, the speaker will ask questions about the content of the speech or answer questions from the audience. This kind of interactive activity can not only mobilize students' learning enthusiasm and participation, but also make in-class and out-of-class interaction form, and promote students' autonomous learning. Another form of speech is to focus on the theme of the text. This activity can be placed before the new lesson or after the end of the text, according to the difficulty and content of the text and flexible mastery. If the class starts before the new class, the teacher should assign the task to the students first. This kind of speech requires students to use the main vocabulary, structure and knowledge points in this class, and make a speech in their own language. In order to make a good speech and show their talent and strength, students usually study carefully before and after class, such as memorizing words, reading texts, reciting classic sentence patterns, reviewing knowledge points and language points. Some students even write speeches before class.

3.3 Two people in pairs

Pairing up refers to two students working in pairs to carry out foreign language learning activities, which is often used in the foreign language classroom "student interaction". Pairs can be divided into two forms: fixed and unfixed. The members of the fixed speech are usually two students at the same table. The members of the

non-fixed speech are selected according to the teaching needs, sometimes by the students themselves, sometimes by the teacher. The most outstanding advantage of the two-person pair form is that it can not only be used flexibly, but also make every student participate in teaching at the same time, and expand the participation of "student interaction". From the perspective of psychological linguistics and social linguistics, two pairs of communication between two people relatively free and easy, avoiding the class to answer questions in public may produce anxiety and tension, when not clear problem can be clarified through the exchange of views on many times, greatly increased the English information input, help to English learning[4]. At the same time, the frequency of two-way communication in pairs is significantly more than other forms of "student interaction", which is conducive to the cultivation of students' foreign language communication ability.

3.4 The team of three reporters

In this activity, a group of three students will make a report for about 10 minutes after the English class begins. The reason why three people are selected as a report group is mainly because in this activity, one person will give the lecture and the other two students will make supplementary speeches, which is more conducive to the report and the completion of the interactive task. Teachers should adopt the interest strategy, let them choose their own interest in the topic, then read the relevant English magazines, newspapers, adjust the length of the selected article and language difficulty. Group members work together to make multimedia courseware, including new words, topic outline and content, related pictures, audio and video, questions, etc. The rest of the class take notes during the group presentation. After the presentation, the group will ask questions from the audience, or answer questions from the audience[5]. Student presentations may include local and foreign customs, transportation, finance and economics, entertainment, psychological tests, English learning methods, etc. This activity can not only promote the communication and cooperation between students, improve students' oral ability and the ability to make multimedia courseware, but also inject a new vitality into the classroom, stimulate students' interest in learning English.

3.5 Discussion in groups of four

In teaching, if the group number is less than four people, the discussion atmosphere is not warm enough, the group number is more than four people is not conducive to communication. Teaching practice also shows that co-position and ex-position students are more convenient to communicate when they cooperate with each other. Group discussions can be held at the beginning of a class or at any time according to the needs of the teaching. Teacher first write the questions to be discussed on the blackboard, then divide the class into several groups, the group members discuss together. Because of the preview as the basis, and this topic is very familiar to the students in their daily life, the discussion is generally very lively. During the discussion, the teacher wants to give full play to the leading role, to inspect and participate in group discussion, to boot from time to time, keep the discussion around the topic, but unfavorable and overmuch, the teacher wants to believe that students, let them establish, answering questions, summary, and then find out the correct answer and the way to solve the problem, to exchange between groups, That is, representatives of each group report the results of their discussions. After a period of intense discussion and communication, students will have a deeper understanding of the topic discussed. Finally, teachers and students summarize together to form a consensus. Groups to discuss this kind of form can not only make every student in the classroom bold, fully exchange views, positive and initiative to acquire knowledge, improve the ability of self-study and analysis, judgment, reasoning and other thinking ability, and unconsciously, has improved the students' language skills, learning potential and creativity to get play, What's more important is to cultivate students' team spirit of unity and cooperation.

4. CONCLUSION

To sum up, to improve students' interest in learning English, teachers must get rid of the outdated teaching model of teachers as the main body, vigorously advocate the interaction model of students, in order to maximize the improvement of students' English communicative ability. Teachers also need to pay attention to creating a pleasant learning environment in teaching, adopt innovative teaching methods, design interesting teaching content, cultivate students' self-directed learning ability, encourage diverse learning styles, and set goals and reward mechanisms. Through these methods and strategies, teachers can stimulate students' interest in learning English and help them get a better grasp of this international language.

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