

The Application of Dialogue Theory in English Teaching in Primary School

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Abstract

The dialogue theory believes that the essence of English teaching is the dialogue between teachers and students. Dialogue teaching tells us the ultimate goal of teaching is to form a new meaning in the process of collection. Dialogue teaching is the activities to acquire the knowledge and develop the intelligence, forms its own character in the popular form of social dialogue. Through classroom observation and the case analysis, this paper analyzes the objective technique and teaching method of dialogue teaching of primary school English, explore the new meaning of dialogue teaching and how to better implement the dialogue teaching in English classroom.

Keywords

The Dialogue Theory; Dialogue Teaching; English Teaching.

1. Introduction

Dialogue theory, although at its roots, is a logical construct proposed in the 70s of the 20th century that can be used to help evaluate arguments and non-formal fallacies. More recently, however, it has come to exist as a broader pedagogical research discipline. Most people believe that the division of the main types of dialogue should study the focus provided in the context of the dialogue in a particular situation. With the further deepening of the reform of the new curriculum of basic education, the concept of dialogue teaching has been more and more accepted by the majority of educators.

2. Overview of Dialogue Theory

2.1. Definition of Dialogue Theory

The theory of dialogue, originally proposed by Bakhtin, has now gone beyond the initial category of literary criticism to cover all aspects of human life. Bakhtin[4] recognized the essence of life and language is dialogue, and the essence of English is dialogue, which means that the essence of English teaching is dialogue between teachers and students. Bakhtin advocated dialogue theory corresponds to the teacher-student relationship. In conversational interaction, the teacher-student relationship is no longer a traditional antagonistic relationship, but a spiritual communication between subjects. And Bakhtin's dialogue theory:

It has important reference and reference significance for establishing a new type of teacher-student relationship in English teaching. Martin, known as the father of modern dialogue, Buber [8] argues that existence "does not refer to the thing itself, but to something between "you" and "me," he points out, individual the "I" should not regard others as objects and form a "me and he" relationship, but should build an equal "me and you" relationship, the relationship between man and the world the "me-you" relationship is called "dialogue." According to Bohm[1], "dialogue is like a stream of meaning that flows between people, and it enables all interlocutors to participate and share it." A stream of meaning, and thus new understandings and consensus can emerge."

2.2. The Influence of Dialogue Theory

With the promulgation of new curriculum standards in 2001, English conversation teaching began to develop in China. Over the years, we have made outstanding achievements in classroom activities, especially in primary schools, but many problems have also surfaced. True dialogue teaching should be an activity in which students acquire knowledge, develop intelligence, and form personality through social dialogue in the process of getting along with teachers. When these activities are carried out, we rarely get a truly dynamic English classroom in the study of teaching activities [6].

In the classroom in the traditional sense, teachers and students see each other as "it" and use each other. In this way, teachers become the sounding board of knowledge and students become containers of knowledge. To make matters worse, the relationship between teachers and students began to become unidirectional and utilitarian. The teacher-student relationship should be a process of dialogue [2]. In teaching, teacher-student dialogue not only refers to language conversation in a narrow sense, but also refers to the two sides of "openness", "acceptance" and "listening", which refers to the co-existence, mutual understanding, and mutual existence of both parties participate. In the equal teacher-student dialogue, teachers attach importance to students' individuality, accept and understand students as a whole, and treat students sincerely and abandon falsehood and pretense. When the teacher sincerely understands the student's heart and respects the student's choice, the student will also treat the teacher sincerely and repay the teacher with his own true character [9]. These studies provide a solid theoretical foundation for the construction of new teacher-student relationships, and dialogue will become the main theme of teacher-student relations in English classroom teaching.

2.3. Characteristics of Conversational Teaching

First of all, as far as the subjective relationship of dialogue is concerned, dialogue teaching must be based on a democratic and equal teacher-student relationship. Above. The teacher is no longer a supreme authority, but an equal subject in dialogue; Students are no longer mere listeners, but subjects who participate in the dialogue on an equal footing.

Second, from the perspective of the process of dialogue, dialogue teaching is a process of cooperation and interaction. Dialogue is a universal form of communication, and there must be interaction between self and other. Compared with traditional teaching methods, conversational teaching emphasizes or attaches greater importance to communication, cooperation and experience sharing in the teaching process. Conversational teaching encourages students to take the initiative to question, explore and discover in the form of dialogue. Teachers give the initiative of learning to students, guide students to question and question the textbooks and teachers' views, and then actively think and explore. In such a process, students' thinking ability can be greatly improved.

Finally, in terms of the outcome of dialogue, conversational teaching aims at the creation and generation of knowledge. Dialogue is open and inclusive, and in conversational classroom teaching, the content of the dialogue is more than just teaching materials. can also be an extension of any dimension of the topic. Open communication promotes the formation of free thought, goes beyond simple communication of meaning, and thus has the function of meaning reconstruction and generation.

3. Some Case Studies of Dialogue Teaching

(1) Case 1: How to determine teaching objectives

During the internship at Primary School, the author observed several lessons intensively and analyzed and researched them.

The following is a snippet of the instructional design of the 5A Unit 9 'Shapes' for Primary School: Teaching objectives as well as learning objectives

At the end of this lesson, students should master the following:

- 1) Describe the conversation and get the corresponding information according to the problem;
- 2) Understand and master the meaning of new words such as "shape, circle, square, triangle, and rectangle" and be able to pronounce them clearly and correctly;
- 3) Understand the meaning of the phrase "Come to the blackboard and show us how to do it" and be able to use the phrase to ask other students;
- 4) Learn to use "What shape is the...?" "It is a..." Equivocal patterns to describe the shape of an object;
- 5) Learn to talk about the shapes of objects in different pictures and be interested in the description of the shapes of objects in life.

[Analysis and reflection]: As the starting point and end point of classroom teaching, teaching objectives can truly reflect different value orientations. These targets will be accessed with textual information and read.

Reading ability is placed in the first place, with emphasis on vocabulary teaching, reading and use, but weakening writing, and goal 5 is to refine the dialogue function. Target 5 differs from the traditional side dharma, but fully reflects the teaching characteristics of "whole-part whole".

What level does dialogue teaching require students to achieve? The following is a view of the different designs of the 5B Unit 6 "At a PE Lesson" by different teachers.

(2) Case 2: How to observe and contrast.

[2013 Primary School Teaching Activity Clip A]

T:Olympic Fuwa will give you some tasks.

Task 1:Listen and respond.

Task 2:Simon says.

Task 3:Listen and write.

Task 4:Read the rhyme.

[2013 Haiying Primary School Teaching Activity Clip B].

T: (Present a scene and two tasks) :The trainer wanted at Fat Fitness Club.

Task 1:Four students is a group and talk about the orders for training.

Task 2:Choose another group to act the members of the club and give the orders to them.

[Analysis and Reflection]: The ultimate goal of dialogue teaching is to improve students' communicative skills. It emphasizes the dialogue function, and teachers should strive to guide students out of the dialogue of the text and activate the dialogue text in real-life language practice activities. In the A teaching clip, the teacher seems to have established the dialogue situation of Olympic Fuwa. However, the context of each task is independent; Student development still stops at the first sentence of practice. Unlike the teaching of Segment B, the teacher creates a situation where a fat fitness club recruits trainers. Divide students into small groups to complete two tasks, discuss the required command language and live performances in the club, which is more in line with the context training. Through interesting information communication activities, teachers can cultivate students' divergent thinking; Real-time communication capabilities that fully embody the text of conversations.

4. Implications for Teaching English Conversation in Primary Schools

Before class, teachers should first familiarize themselves with the text, find out possible difficulties, and then determine English teaching methods according to the actual level of

students, stimulate students' curiosity, and help students quickly enter the text, so as to cultivate their ability to communicate with others. This process should reflect the different levels of instruction preset by the teacher in the classroom. Of course, we should encourage students to interpret the text by themselves, guide students to mobilize their existing knowledge and experience, understand the multi-angle and multi-level methods of covering the text information, and communicate with the editor through the heart. Teachers try to get students into the teaching situation, guide students to discover questions about the textbook, and give students the opportunity to explore the characteristics of the pre-teaching material [10].

In the teaching process, in order to eliminate the psychological distance between teachers and students in the dialogue, teachers should create an equal and harmonious dialogue atmosphere, put forward some common expected topics, and give a clear direction for dialogue. Therefore, between teachers and students, there should not be only one model of "teachers ask students to answer", but to share each other's ideas.

and opinions. How to obtain real methods to effectively conduct dialogue teaching, improve the research of dialogue teaching art, and at the operational level, combine dialogue teaching and applied research on teaching art of dialogue to play a greater role in primary school English teaching is a problem that front-line teachers should take seriously [7].

Some basic language knowledge can easily make students feel rejected. Interactive communication and creation are the characteristics of dialogue teaching, so it is necessary for teachers to find a lively teaching method. The art of dialogue teaching simply means that teachers use language, movement, music and other means of expression in teaching activities to create teaching situations, organize innovative teaching methods, and perfectly combine knowledge and aesthetics, which can enable students to effectively and easily master superb learning skills. In the process of specific teaching, the art of teaching should be composed of the art of board writing, the art of questioning, the art of humor, etc. In the actual English teaching process, teachers always first conduct structural analysis of texts, and then let students practice listening, speaking, and reading repeatedly. This will greatly reduce students' interest in learning. [3] Therefore, if teachers cannot master special teaching skills, teachers will not only not really be able to implement the essence of dialogue teaching in the classroom, but will also eventually become slaves to lesson plans and teaching references.

5. Conclusion

The "linguistic turn" of the twentieth century led researchers in various fields of study to begin using language models. As a discipline of humanities major, due to the influence of culture on the development of English linguistic models, most English teaching emphasizes the teaching mode of language skills training, which still belongs to the teaching methods of "traditional knowledge", to a certain extent, ignores the cultivation of students' thinking ability, innovation ability and cultural awareness. The dialogue theory we advocate has a guiding effect on English classroom teaching. But it should be pointed out that dialogue theory is a dialogue between the author, the text and the reader, but English teachers are not the authors of textbooks, so they cannot simply copy the dialogue theory, but to grasp the essence of the idea and thus apply it to English classroom teaching practice.

Dialogue theory proposes a social and cultural consciousness of equality and openness. It seeks common ground while reserving differences, not either/or; It denied that there was a definitive answer. This paper attempts to talk about the theory of shallow dialogue in order to provide a research perspective and create a new idea for the research of primary school English teaching in China. The author hopes that this article will enable more English teachers to explore the unique charm of English teaching from different perspectives.

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