

An Exploration of Grammar Teaching Strategies based on New Curriculum Standards

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Abstract

As an important part of English ability, grammar plays an important role in teaching and learning. The National English Curriculum Standards (NECS) points out that in language use, grammar knowledge is a unity of "form-meaning-use", which is closely related to phonetics, vocabulary, discourse and pragmatic knowledge, which directly affects the accuracy and appropriateness of language understanding and expression. The learning of English grammar knowledge in high school is an extension and continuation of grammar learning in the compulsory education stage, and the grammar knowledge learned in the compulsory education stage should be further consolidated and appropriately used through various English learning and practical activities in a richer context, learn to understand and use new grammar knowledge in the context, and further develop English grammar awareness. However, in actual classroom teaching, there are still many problems, such as teaching grammar in isolation and lack of context and discourse. The failure to change their teaching views, makes teacher gives too much exercise to students to practise and neglects the process, leading to students' lack of interest, even let them have an aversion to learning grammar. In the face of these problems, teachers should make more use of resources such as modern educational technology, create situations, use game activities, carry out task-based activities and other ways to help students improve their grammar ability.

Keywords

Grammar Teaching; Context; Discourse.

1. Introduction

Grammar teaching is very important in high school English teaching, but it is not easy to teach and learn it well. At present, the problem of grammar learning is that students do not want to learn it or even resist to learn. In the traditional teaching model, teachers impart knowledge to students in one direction, while students can only memorize grammar mechanically, which leads to a low interest in learning English over time. Since students do not experience the fun of learning grammar and do not get effective exercise, they will feel a lot of pressure and have a negative emotion when learning grammar, and the quality of teaching is not high. To achieve effectiveness in high school grammar teaching, it is necessary to break the original traditional teaching mode and apply effective strategies in the context and the in-depth development of quality education concepts. English teachers should constantly expand their thinking, explore and innovate research in grammar teaching. Through scientific design teaching, some abstract and difficult grammar concepts are effectively processed, and students' grammar awareness is cultivated. Through that, it will stimulate students' interest in learning grammar, constantly mobilize students' subjective initiative, then students can learn to use grammar, master certain methods and continuously improve the efficiency of learning grammar.

2. Problems in Grammar Teaching

In the past, grammar was often taught in isolation, lacking certain discourse and context. The college entrance examination reform focuses on students' practical ability, and guides the transformation of high school English teaching from a teacher-centered teaching model to a student-centered independent teaching model. From the boring and rote classroom teaching atmosphere in the past to the situational teaching method and communicative teaching method, students will be trained to use discourse strategies to analyze the language connotation in different contexts, and comprehensively develop the comprehensive quality of listening, speaking, reading and writing advocated by the NECS. According to NECS, it is pointed out that the subject context, discourse type, language knowledge, cultural knowledge, language skills and learning strategies are the main contents of high school English subjects. It can be seen that a major progress and innovation in core competence is to incorporate context and discourse into English learning, which emphasizes that English teaching must return to the specific English use situation and context, must try to conform to the actual use state, and avoid empty explanations and rote memorization phenomena. Mastering the different types of discourse can help students better understand the discourse. Different discourse types show different knowledge of language skills, which in turn affects our mastery and use of language knowledge and skills. As far as language knowledge is concerned, it is presented in various discourses, so the mastery of language knowledge is closely related to the understanding and use of discourse. Language knowledge involves grammar, discourse and phonetics. It can be seen that grammar and discourse have an inseparable relationship, grammar plays the role of foundation, discourse plays the role of overall presentation, teaching grammar in the context of discourse strategy can ensure the systematic, contextual and practical teaching of high school English grammar. English grammar, as a core part of English language knowledge, has always been the core content of English tests. However, in the actual process of grammar teaching, there are also many problems: most teachers only pay attention to abstract grammar knowledge points, and ignore the situational and communicative principles of grammar teaching. Most teachers have not yet realized the complementary relationship between discourse and grammar, and cannot use discourse knowledge for grammar teaching, ignoring the contextualization role of discourse strategy in grammar teaching. This is often the direct cause of teachers' poor English grammar teaching, and it is difficult to arouse the interest and enthusiasm of high school students in English grammar learning, which also affect the high-quality teaching of teachers and the efficient learning of high school students.

Another obvious problem in English teaching is the emphasis on mechanical practice. The fundamental reason is that some teachers believe that through more practice, students will naturally understand English grammar knowledge, and do not realize the importance of understanding and explaining grammar, just teach knowledge according to the exam. They let students do a lot of exercise, but the efficiency is not high. Only by attaching importance to grammar teaching can the quality of grammar teaching be effectively improved. If students do not master grammar well, it will be difficult to understand a sentence correctly, unable to write, and difficult to reasonably concatenate words into sentences and paragraphs. If an article is grammatically confused, it is impossible to know what it is going to say. However, in the current high school English teaching, due to the influence of test-oriented education and traditional teaching ideas, it is common to ignore grammar teaching. Many high school exam questions are also changing year by year, from focusing on memory to paying attention to students' thinking ability, from focusing on knowledge points to paying attention to students' learning ability and comprehension ability. Learning grammar and using grammar is a mutually promoting relationship, if only guide students to learn English, but do not know how to express reasonably,

the effect of grammar teaching will be poor, only when using English to get more grammar knowledge, can they really learn and apply English.

3. Strategies of Grammar Teaching

3.1. Enrich Course Resources and Make Good Use of Network Technology

According to NECS, it attach importance to the application of modern information technology and enrich the learning resources of English courses. Teaching should pay attention to the reform of teaching mode and learning mode under the background of modern information technology, make full use of information technology, promote the deep integration of information technology and curriculum teaching, scientifically organize and carry out online and offline hybrid teaching according to the characteristics of English learning in the information environment, enrich curriculum resources, and expand learning channels. In the process of curriculum implementation, attention should be paid to creating an information-based teaching environment, timely understanding and following up the progress of science and technology and the development of disciplines, giving full play to the support and service functions of modern education technology for teaching and learning, selecting appropriate digital technology and multimedia means, and ensuring that the application of new technologies such as virtual reality, artificial intelligence, and big data is conducive to promoting students' effective learning and the formation and development of core competencies in English subjects. Therefore, with the in-depth development of the Internet, the advantages of various information technologies are promoting the development of the education field. Micro-lessons are a new type of teaching method that is gradually emerging in the classrooms of various subjects. Micro-lessons are short and concise, accurately display knowledge points, and can be viewed repeatedly, and micro-lessons are introduced in English teaching, and teachers can apply them to all aspects of teaching in a timely manner. The teaching of high school grammar can also adopt this new teaching mode to continuously improve the effectiveness of teaching. For example, in the pre-lesson stage, in order to stimulate students' interest in the upcoming content, teachers can use micro-lessons to build a modern teaching model, share teaching materials with students, and promote students' independent learning.

3.2. Based on Discourse Teaching and Create Real Situations

Students who want to learn English well must learn grammar well, but in the face of English as a second language, the lack of a good language environment will make students have certain obstacles in learning grammar. Therefore, teachers should clearly understand that effective grammar learning should simulate real teaching situations, provide a platform for students to better learn grammar, help students form a certain sense of language, and thus acquire the ability to use English for communication. The use of context creation can reflect the vividness and authenticity of the English grammar use environment, usually using the teacher's language to create a situation, or live dialogue performance, using impression videos and other teaching methods. With the use of these methods, grammar teaching becomes vivid, and students' interest is also ignited, which is conducive to improving the efficiency of classroom teaching. According to the teaching, teachers create appropriate situations in which grammar and listening are expressed, as well as reading and writing. This situational pedagogy contributes to the effectiveness of teaching by integrating grammar learning, methodological skills, and training. The use of situational pedagogy cultivates and improves students' observation, thinking, analysis and inquiry skills, and their personal interest in this situation will become stronger and stronger. Teachers should effectively create situations according to the content of teaching materials and students' cognitive needs, so that students can learn to use grammar and use grammar in targeted situations.

3.3. Take Advantage of Game Activities to Highlight the Grammar Fun

In high school English teaching, grammar teaching as an important part is not only to teach correct grammar knowledge, but also to exercise students' English thinking ability, stimulate students' thinking in the process of grammar learning, promote students' perception and learning in combination with actual English materials and specific situations created by teachers, and then help students understand the meaning, function and application of grammar, train students' logical thinking and language analysis ability, so as to more effectively help students improve their language application ability. In teaching, teachers can use a variety of methods combined with specific teaching content to create diversified and practical teaching methods, such as contextual, comparative and inquiry-based teaching. Through independent inquiry and cooperative learning, students can quickly improve their abilities and grow personally. Carrying out game activities in high school English teaching can actually stimulate students' interest in learning grammar to a certain extent, making grammar teaching full of fun, boring into vivid, and dull into interesting. For example, teachers can play songs, incorporate grammar knowledge, and let students look for sentences containing grammatical phenomena in the lyrics. When students hum songs repeatedly, they will naturally understand the rules of use of grammatical sentences. Playing music will bring pleasure to students at the same time, and listening to music while familiarizing yourself with the grammar in sentences is a good experience for students, which is better than the teacher's blind indoctrination and the student's passive acceptance.

4. Conclusion

In short, grammar is very important in high school English teaching, only by leading students to obtain reasonable and scientific grammar knowledge, can they improve their ability to use. Traditional grammar teaching focuses on grammar rules and ignores pragmatic ability in real situations, which is easy for students to be bored and obscure about grammar learning. The overall unit-based teaching allows students to acquire grammar knowledge under familiar themes, rely on multiple discourses, carry out pragmatic exercises, and apply grammar knowledge in communicative situations, with the characteristics of consistent themes. The input and output activities in the classroom subtly guide students to apply grammar knowledge, and at the same time carry out moral immersion related to the theme, so that students can gain something spiritually. Teachers can teach students how to learn grammar by making micro-videos, creating situations, using game activities, conducting task-based activities, and practicing more. Through the continuous use of various forms of teaching methods, effectively highlight students' learning subjectivity, and guide students to master and use grammar in a good teaching environment, so that students can actively participate in various grammar activities, then grammar teaching can truly improve students' ability to comprehensively use English.

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