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The effect of the professional quality of the English Language teachers on pedagogic achievement



Why do we often criticize the students for not being able to understand the few simple sentences of the foreigners though they have been learning English for more than ten years? The main reason is that the teachers fail to let the students make use of the language in their daily life. Should the teachers be unable to design exquisite activities for the students to practise English and nurture the capability of putting the language into operation, the shout of elevating the English standard is just meaningless.

1. The teacher is the model for the children to imitate

For the practice of teaching a foreign language mainly in classrooms, the teacher is the principal source of the knowledge as well as the chief object for the exchange of the spoken language. The professional quality affects directly the foreign language learning of the learner. Should the student be a child, the effect is even greater. For quite a long time the question of the possibility and necessity of utilizing only English in teaching the English Language has been a theme of unceasing argument. Speaking solely in English during the English Language lessons and communicating with the students in English not only may encourage the pupils to start speaking English but also arouse their interest in the practice of spoken English. Thus by and by the knowledge of the Language will be well acquired. Under all circumstances a foreign language teacher must first equip himself/herself with a solid basis of the subject. This means he/she has to master well the fundamental cognition of the language, while possessing the higher competence of listening, speaking, reading and writing so that he/she may organize skilfully the classroom teaching in English.

The primary education stage is the prime time for language learning. Therefore, it is very important for the English Language teachers of the primary schools to speak fluently with the appropriate pronunciation and accurate accent. As children are keen to imitate, the primary education phase is the most important period to impart the correct articulation and emphasis and the teacher's performance does influence the children's acquirement of the enunciation. To be able to grasp well the language of English we have to first drill hard in the practice of pronunciation which is acquired through imitation. Since kids are sensitive to spoken words during their primary school time, speech training and utilization of the language should be the core of the teaching task. Linguistic sense is a person's capacity for the direct perception and comprehension of the language. This potential requires a long term of nourishment and linguistic sense is generated from a great deal of speaking practice.

2. The motive of learning originates from fascination

How to motivate the students' interest to learn English and how to help them to learn steadily and persistently are the questions that every English Language teacher should delve into. The primary education students' motive of learning originates from fascination. Therefore when a language teacher designs interactive activities, he/she has to consider the multifariousness and the standard of wide fascination. In accordance with the children's appeal for fun, such activities can be arranged as games. Every step and procedure of the classroom lessons should fit into the psychological features of the pupils as well as possessing the technique





of English teaching and only in this way we may guarantee the efficacy of the impartation. Psychology tells us that it is in the situation of cheerfulness the students may then manifest their positiveness and the potential of learning, while, after which, the memory function is strengthened and the rate of learning is accelerated.

3. Organize Group Activities to enable the students to manifest themselves

At present, English Language impartation emphasizes the cultivation of the students' ability of vocal communication. Since the number of students in a class is not at all small, the actual opportunity for the pupils to speak English is not much. Group Activities in class enables every student to have a chance to practise spoken English. Should the teacher provide the appropriate guidance, even kids of Primary One and Two would well adapt themselves to this type of learning. At this, the classroom situation seems to be in chaos. However, there is still discipline in the midst of all the movement. Moreover, this model of free practice offers to the students sufficient chance to manifest themselves.

Conclusion

English Language teachers of the primary schools are the first tutors of the English Learning. They not only need substantial fundamental technique and

professional standard, but also felicitous teaching view. A teacher not only has to impart knowledge, but also has to try all the best to help the students to nurture the potential for learning. To promote the English Language capacity of the Macau Primary School pupils, we must first provide training for the team of teachers to elevate their professional quality of that subject so as to guarantee the radical efficiency of the pedagogic achievement. Therefore in-service training is very vital for every teacher. Specially in this period of new economic orientation the significance of the English Language is exceptionally important. Being teachers of the language, we have to reorganize our cognition and pedagogic operation of the subject, to expand our teaching efficacy and to keep ameliorating the proficiency of our teaching quality to well satisfy the requirement of the development of our present era.

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