

The Strategies of Stimulating High School Students' Interest in Learning English in Class Hours

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Abstract : This thesis is about the strategies of stimulating high school students' interest in learning English in class hours. After the general introduction to the social requirements of the English ability of the new talents and high school students' losing interest in English learning, it discusses this subject from four perspectives. First, it is about the definition and importance of interest. Second, it analyzes the reasons restraining high school students' interest in learning English. Third, according to the present problems, four strategies are illustrated to stimulate high school students' interest in English-learning in class hours. Last, a conclusion will be drawn.

Keywords: Interest; English-learning; Strategies; Students

1. Introduction

Learning English well becomes the requirement of this modern society. As for high school students who shoulder the responsibility of constructing the motherland and need scientific knowledge to arm their brain, learning English seems particularly important. High school English-learning plays an essential role which tamps the former knowledge and lays foundation for the further study. However, there is a negative trend in the stage of high school English-learning. A large number of high school students regard English as the most difficult subject and lose their interest in it gradually. Because of losing interest in learning English, they become tired of English-learning, what's worse, even give it up. Thus, we can know that developing high school students' interest in learning English seems to be very urgent in high school English teaching.

2. The summary of interest

2.1 The importance of interest in high school students' english-learning

When we start talking about the importance of interest in high school students' English-learning, we can go on from here with the words of a great educator in China's ancient time, Confucius: "In the pursuit of knowledge, curiosity is more important than knowledge itself, and interest is even more important than pure curiosity." He regards "interest" as a very essential thing with proper reasons. As it is commonly accepted, interest is the key to success. Just as Jean Piaget, a famous psychologist pointed out that all productive activities must regard some interest as prerequisite. Everyone should pay prior attention to things which he/she has interest in and explores it actively. When people are engaged in the activities of their interest, they will have an active and cheerful mood. All of these show us that interest has a huge impact in driving people to finish learning and working successfully.

Early in the ancient Greece, the famous scholar, Aristotle had noticed the theory of interest in learning: "People's activities are extended, strengthened, and improved because of the happiness. If one feels suffering when he is writing and calculating, he will refuse to write or calculate, because these activities are something suffering."² Therefore, stimulating students' interest in learning is very necessary. Interest is the most important motivation of learning.

3. The problems restraining high school students' interest in english-learning

3.1 Students' lack of self-confidence in english-learning

To begin with, it is the defects of students' congenital personality. Because some students are very introverted, they are in the state of negative prevention with high tension and sick of oral language communication. They suffer from a lot of psychological pressure for fear of presenting themselves. While English is a verbal language which requires students to open their mouths and communicate bravely. It is obvious that this kind of congenital personality will greatly hamper the acquisition of language.

What's more, it is caused by undesirable psychological suggestion. Psychology tells us that due to physiological change, teenagers' psychology begins to change tremendously. They care about their relationships with others and the evaluations about themselves by others. They become sensitive, skeptical and quite offensive. Because of the inadequate self-cognition, they often feel "I can't", or "I just cannot do that". This kind of negative emotion hinders the cultivating process of self-confidence.

After several times of negative experiences, they will begin to doubt their own value, and be more easy to feel disappointment.

3.2 The Lack of Emotional Communication between Teachers and Students

In traditional teaching, teachers' central statuses are emphasized excessively. The cognition of students' major statuses is not

enough. Teachers are in a high rack. Some contents of Teacher Central Theory are introduced in pedagogy:

Teacher central theory is the reflection of traditional teaching situation. It emphasizes the absolutely doctoral position of teachers in teaching process, and stresses teachers' control of students' learning activities and students' submission to the authority of teachers. It will certainly generate students' passivity and negative attitude, and cause the relationship between teachers and students to be tense.⁵

Nowadays, students' major statuses have been widely recognized. However, the traditional relationship between teachers and students continues to exist. This emotional communication between teachers and students plays a significant role in education. High school students' psychologies are trending to be mature. In this stage, they need others to keep a watchful eye on them. The emotional communication between teachers and them directly influences their interest in English-learning. If English teachers do not communicate with students properly, it may engender students' aversion to teachers, or even to English. Quite a part of students are fed up with English just because they are disgusted with their English teachers. If the emotional communication between teachers and students is not paid close attention to in teaching, or if the teachers neglect the emotional interaction, it will be more difficult to stimulate students' interest in English.

4. The Strategies of Stimulating High School Students' Interest in Learning English in Class Hours

According to the existing problems mentioned above, there are a series of strategies of stimulating high school students' interest in learning English in class hours which are come up with for teachers as following:

The Strategies to Correct Students' Motivation in English-learning. To make clear of the social significance of English-learning and importance of English is the key to help students correct their learning motivation.

Although there are no guiding classes in high school, it is still necessary to let students know about the arrangement of high school teaching material, teaching methods and the importance of English-learning. When teachers guide students to learn English, they can combine some vivid metaphor or simile with English lessons, which can inspire students repeatedly. Then combining with the exercise, teachers come up with the topic of "talking about the importance of English-learning". High school students have already had their own opinions. They will illustrate and demonstrate their views. Teachers can get to know each student's learning motivation from their talking at that time. Then they should evaluate their learning motivation objectively, appreciate their good aspects, and correct their wrong learning motivation. Students will have a rational judgment after this class, and find their own learning motivation.

5. Conclusion

Cultivating students' English-learning interest and improving the quality of English teaching is the significant educational study task. Over the years, educational practitioners often explore and strive on stimulating students' English-learning interest over and over again. As a basic cultural subject, discussing students' interest in learning English has a special practical meaning. It not only relates to the improvement of English teaching, but also connects with the cultivation of high school students' ability of using English. Therefore, to discuss and study how to stimulate high school students' English-learning interest is very necessary.

All in all, in order to make a good job of high school English teaching, teachers must attach importance to cultivate students' English-learning. Interest comes first in learning English. Stimulating students' learning interest is the premise and key to finish teaching tasks successfully, to develop students' intelligence, and to improve high school students' English ability. At the same time, we must realize that it is not easy to stimulate students' interest. Teachers should do a long time of practice, explore, and study to create more effective strategies in classroom teaching, stimulating students' English-learning interest, and making them to become the international talents in building socialistic modernization.

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