

# The Importance and Method Analysis of Junior Middle School English Grammar Teaching

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**Abstract:** Grammar teaching in junior middle school is the core part of English teaching. Grammar teaching can help students lay the foundation of English use, which directly determines whether students can learn English well. Compared with other English teaching contents in junior high school, grammar learning is more difficult, and many problems related to tense and voice often make junior high school students feel very headache. This requires teachers to fully clarify the significance of English grammar teaching in the teaching process, and use appropriate teaching methods to carry out grammar teaching, so that students can better understand relevant grammar knowledge, and then learn English well. This paper first expounds the importance of English teaching, then combined with the actual situation of English grammar teaching, finds out the current practical problems in junior middle school English grammar teaching, and finally puts forward the optimization method of English grammar teaching for specific problems.

**Keywords:** Junior high school English; Grammar teaching; The importance; Optimization method

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## Introduction

From the perspective of the actual teaching situation, the current junior high school English teaching has entered a new stage of development, and simply carrying out knowledge infusion can no longer meet the personalized learning needs of students, and it is also contrary to the current English investigation content. Especially for grammar teaching, the learning content is rather boring, if teachers use the method of indoctrination to carry out teaching, it is difficult to stimulate students' learning interest. Therefore, teachers must optimize and innovate the specific ways of grammar teaching, so that students can learn grammar knowledge in a good classroom atmosphere, and then integrate grammar knowledge and apply it proficiently to the English context, so as to effectively solve the specific problems of English subjects. In view of this, the following will be combined with the specific content of grammar teaching and the actual situation of current teaching, the importance of junior high school English grammar teaching and optimization methods for detailed analysis.

### 1. An analysis of the importance of junior middle school English grammar teaching

The famous linguist Wilkins once said: "For language, grammar is the center of learning, is the core means of expression of feelings." In addition, many language researchers have found through research that it is difficult to realize the transformation of unconscious language ability if the grammatical structure is mastered through deliberate learning. In the formal use of language, it is difficult to reach a high level of language use by relying solely on patterned practice. According to the above research content, the learning quality of grammar is extremely important, and the learning effect achieved by professional grammar teaching is significantly higher than that achieved by solidified knowledge learning. Therefore, for the whole teaching content of junior middle school English, grammar teaching should be the focus of teachers.

From the perspective of the whole English subject, after entering junior high school, English has been officially established as one of the "three major subjects", and the importance of the subject has significantly increased. Under the background of the new curriculum reform, the content of the English subject examination began to tilt to the level of language application ability, no longer examining fixed English knowledge, but focusing on students' English application ability in specific scenarios. Grammar teaching is an important tool throughout the use of English, and is the foundation and key to junior high school English teaching. In English

teaching, teachers should fully and deeply recognize the importance of grammar teaching, transform the traditional exam-oriented grammar indoctrination mode, realize the innovation of grammar teaching, and skillfully integrate the content of English grammar teaching into English listening, speaking, reading and writing, so that students can realize the practicability of English grammar and feel the interest brought by grammar knowledge. At the same time, teachers should focus on creating an environment for grammar learning, so that students can learn grammar knowledge in a relaxed atmosphere, so as to improve the overall learning efficiency.

## **2. Analysis of the existing problems in junior middle school English grammar teaching**

### **2.1 There are certain deviations in teaching concepts**

The so-called teaching concept refers to a kind of inherent concept formed by the continuous accumulation of teachers in the process of teaching practice. This teaching concept is implicit and practical. In classroom teaching, the mode and method chosen by teachers in the process of knowledge explanation, as well as the expression form of teaching content, can reflect the teaching concept of teachers, and then have an impact on students' learning. Judging from the current situation, some teachers have certain deviations in teaching concepts, focusing on students' scores unilaterally, ignoring the cultivation of students' English literacy, and not paying enough attention to the teaching of language application skills. In the process of grammar teaching, some teachers adhere to the principle of "everything is in line with the high score", and focus on the teaching of test-taking skills, only requiring students to do the questions on the paper, without guiding students to have a deep understanding of English grammar knowledge. Under the influence of this teaching concept, students' language application ability can not be effectively improved, and the learning effect will become worse and worse. In the long run, it will also lead to boredom in the learning process of students, which will have a serious impact on the cultivation of the core quality of English.

### **2.2 Not enough attention is paid to grammar teaching**

Grammar teaching runs through the junior middle school English teaching system, and has a close combination with English listening, speaking, reading and writing. Through the study of grammar-related knowledge, students can significantly improve their English language organization ability, writing ability and communication ability. However, from the specific teaching situation, some teachers do not pay enough attention to grammar teaching in the teaching process, especially in the classroom teaching process, a lot of teaching resources are inclined to memorize words and key sentence patterns, which reduces the time of grammar teaching. In the long run, if students are not proficient in English grammar, a series of problems will occur in the process of language use, which will have a corresponding impact on their comprehensive English ability.

### **2.3 Teaching methods lack of innovation**

With the development of the new curriculum reform, the exploration of English teaching strategies has become more in-depth. In traditional classroom teaching, teachers often take textbooks as a single benchmark and rely on them very much in the teaching process. Under the background of the new curriculum reform, this situation has been effectively improved, and teachers have begun to try new ideas and new methods in classroom teaching. However, although some teachers have incorporated some new content into the teaching, the overall teaching is still not free from the shackles of teaching materials, and the teaching method is very old-fashioned, seriously lacking in innovation, and can not really mobilize the enthusiasm of students. Compared with teaching contents such as words and reading and writing, grammar teaching itself is boring to some extent. If teachers' teaching methods are lacking in innovation, students will inevitably be bored and slack, which will affect the overall quality of grammar learning.

### **2.4 Teaching evaluation is too one-sided**

Teaching evaluation refers to the detailed analysis and comprehensive research and judgment of the whole process of teaching, and finally identify the value points in the teaching process and the aspects that need to be optimized and improved. Timely and effective teaching evaluation can accurately reflect the specific learning status of students in each stage, find out the problems in the learning process, and help students to solve these learning problems; Teachers can find the deviation of their own teaching in the teaching evaluation and correct it in time. However, from the current situation, many teachers still focus on the aspects of word memory and sentence discrimination, and the content of grammar teaching evaluation is relatively small. In addition, in terms of the content of teaching tests, there are also fewer tests on grammar teaching content. Under the influence of such one-sided teaching evaluation, students will also be affected accordingly and adjust their learning according to the teacher's evaluation content. In this way, the learning of grammar may be put on hold, resulting in deviations in English learning.

## **3. An analysis of optimization strategies for junior middle school English grammar teaching**

### **3.1 Create a more relaxed and pleasant grammar learning environment**

In view of the monotonous content of grammar knowledge, teachers need to make grammar knowledge full of interest through the creation of context in the teaching process, so as to attract students' attention and enable students to participate in the learning of grammar knowledge more actively. Teachers need to give full play to their teaching talents to create a relaxed and pleasant

The teaching atmosphere makes the whole grammar classroom learning more harmonious and orderly, and finally realizes the improvement of teaching effectiveness.

Specifically, in the process of teaching, teachers should first encourage students in the face of some incomprehensible knowledge content in grammar learning, and then create an atmosphere of "teachers are happy to learn", so that even if students encounter corresponding difficulties in the learning process, they can take the initiative to solve them. Under the influence of the relaxed and pleasant teaching atmosphere, students' involvement in the class will also be improved, and they can also cope with the grammar learning with a large amount of knowledge and information. For example, in the teaching of the present continuous tense, because students have some understanding of this tense, they may show a relatively "light enemy" attitude. However, there are still many details in the present continuous tense, which is very easy to make mistakes if it is not well mastered. If the teacher instills these details directly to the students, it is easy to bring students a sense of learning gap, which will lead to problems in students' knowledge learning. In view of this situation, teachers need to adjust the teaching mode and focus on creating a good learning atmosphere. After the assignment of learning tasks, teachers can allow students to independently communicate and discuss the concept, structure and usage of the present continuous tense. In this way, the dominant position of students is highlighted in class, so that more students can actively participate in class learning and stimulate students' interest in learning. The teacher should encourage and praise every student who participates in the discussion. After students get this recognition, their learning motivation will be significantly improved. For some students with poor English foundation, who are not confident or have no ability to participate in classroom teaching activities, teachers should also eliminate their concerns and give them encouragement and expectations. A sentence of "Believe you are best" or "Try you best" can make these students put down their psychological burden. Participate fully in the classroom. Under the long-term influence of this relaxed and pleasant grammar learning environment, students will form a strong desire to explore grammar knowledge, and thus improve the overall quality of junior high school English grammar teaching. In addition to improving the affinity of teachers, teachers can also return the classroom to students at an appropriate time, let students walk on the platform through specific classroom activities, and impart knowledge to other students, so as to enhance students' participation in the classroom and strengthen the teaching effect.

### **3.2 Set up interesting grammar teaching activities**

Under the background of the new curriculum reform, teachers should abandon the traditional teaching mode and make substantial innovations in teaching ideas and teaching methods. Teachers can organize students to carry out some interesting teaching activities in class, and advocate the form of "edutainment" to inject more vitality into English grammar teaching, so that classroom teaching is full of fun and strengthen the learning effect

For grammar teaching, intuitive teaching method is a very effective teaching mode. Intuitive teaching method refers to the visual presentation of specific teaching contents through objects, pictures and other forms in the process of English grammar teaching. The most typical feature of intuitive teaching method is to enhance the concreteness of teaching content, which is very suitable for the abstract grammatical content itself. For example, in the teaching of uncountable nouns, it is difficult to express complex numbers. Some students will find it difficult to understand the text alone. If students want to better understand the concept of uncountable nouns, teachers can use objects and pictures for visual teaching. For example, teachers can take out a cup of tea in class and let students understand a cup of tea. Then take out another glass of water and help students understand a glass of water. In addition, it is also possible to show parts that cannot be shown by physical objects through the form of pictures. Through the direct guidance of objects and pictures, the content of grammar knowledge can be avoided from being too boring, so that the knowledge content can be fully displayed in front of students. At the same time, the intuitive teaching method can also provide students with oral and written expression opportunities to enhance their learning initiative.

At the same time, the context extension method can also enhance the interest of grammar teaching activities, and has a high application value in grammar classroom teaching. Context extension refers to bringing students into situations that fit their cognition in the teaching process, improving their thinking ability, and enabling them to skillfully use grammar knowledge in specific English situations. And then to achieve a specific purpose of "using middle school, learning with". It shows the practicability of grammar knowledge and the communicative significance of language learning. For example, in the teaching of Unit8 Grammar in Volume 1

of Grade 7, students will find it difficult to understand if it is instilled solely through concepts. If teachers can use PPT and related multimedia equipment in the teaching process, students can make reasonable expressions according to the characters and events in specific scenes through established tenses and sentence structures through the form of pictures and animations. For example, a picture showing Amy and Millie participating in a fashion show, the students quickly output “Amy and Millie are having a fashion show.” The situation shows the mother cooking in the kitchen. the teacher asks the question “What is Mum doing in the kitchen?” By asking students to express “She is cooking food in the kitchen.” and so on, the situational expansion method optimizes the English grammar model and improves the language communication ability of junior middle school. In addition, if the classroom environment allows, games and competitions can also enhance the interest of grammar teaching, and strengthen the specific effect of grammar learning while stimulating students’ interest in learning.

### **3.3 Transform students’ grammar learning mode**

In the process of traditional English grammar teaching, the emphasis is placed on the explanation of language rules and the special exercises of grammar knowledge, and the principal position of students is ignored. The new curriculum reform advocates the way of independent, cooperative and inquiry learning, aiming at allowing students to realize the independent construction of knowledge after completing the learning task, and the current selection examination is also developing in this direction. Therefore, in the process of grammar teaching, teachers should transform students’ grammar learning mode and make students become learners and inquirers in the true sense. Specifically, the transformation of students’ grammar learning mode should first improve students’ autonomous learning ability. For example, in the explanation of the usage of some and any, teachers can use the way of “learning first and teaching later” to design an outline for students’ autonomous preview, give some typical example sentences, and let students summarize the usage of some and any. In this way, students will have a stronger grasp of this knowledge point.

### **3.4 Comprehensively optimize the teaching evaluation mechanism**

For teachers’ teaching, the feedback of students in the learning process is very important. Teachers can optimize and improve the teaching model and method according to the specific evaluation and feedback of students, and at the same time, they can accurately control the learning needs of students and find out the relevant problems in the learning process of students. For example, when the teacher explained the use of prepositions, he emphasized the interobject structure and pointed out that the verb after the preposition must be in the form of ing. However, many students still make relevant mistakes in the process of practicing. At this time, teachers need to perfect the teaching evaluation mechanism to solve this problem and make clear the specific situation of students’ mastery of knowledge. In addition, in the evaluation work, we should also pay attention to the evaluation of grammar knowledge content. Through the optimization of the evaluation content, we can more truly understand the specific learning situation of students, and at the same time improve the fidelity of students to the grammar knowledge content.

### **In Summary:**

Grammar is the most important part of junior high school English teaching and the important foundation of English subjects. Therefore, in English teaching, teachers should fully realize the importance of English grammar teaching, combine with some existing problems in English grammar teaching, construct reasonable teaching strategies, and comprehensively optimize and improve the teaching content and teaching means. The ultimate goal is to enhance the enthusiasm of students in grammar learning, enhance the interest of grammar teaching, so that students can automatically and consciously absorb grammar knowledge content, and apply it to the English language application environment.

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