A Strategic Study on Primary School English Learning in the Digital Age

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Abstract: In the digital age, the learning strategies of media integration has a profound impact on primary school English learning activities. This paper will mainly focus on how to carry out primary school English learning in the digital age, so as to analyze the effective learning strategies, methods and suggestions to help teachers and students apply them into practical activities.

Keywords: Digital Age; English Learning; Primary School Education

1. Introduction

In the digital age, the rapid development of technology and wide application of multi-media equipment has a great impact on the field of education. The traditional learning mode has been unable to meet the needs of teenagers in this information age, which means teachers should explore new strategies for English learning in this special age, so as to improve the reading ability, thinking ability and comprehensive application ability of primary school students.

1.1 Digital technology meets the diversified needs of English learning

Paper books have become the main carrier of English reading for primary school students with their unique texture, classic plot description and profound but silent interacting experience. However, the advantages of digital resources should also draw teacher's attention. It provides interesting, visualized and dynamic learning resources, which bring brand new and diversified reading comprehension experience to primary school students and make up for the deficiency of traditional paper reading resources.

First of all, the digital age provides abundant and considerable resources, which can enrich the reading experience and knowledge accumulation of primary school students. Secondly, digital technology provides multimedia AIDS for English reading teaching, such as images, audio, video and so on. These multimedia elements can stimulate students' interest, enhance their understanding and memory of the text, and thus improve the reading effect. Last but not least, social media and online platforms in the digital age provide opportunities for students to share their reading experience and communicate with others, expanding the influence and depth of reading.

1.2 Selection strategies for primary school English learning in the digital age

In the early 1980s, Professor S. Krashen, an American linguist, proposed the "Input Hypothesis" (Luo, 2016). According to Krashen, a large amount of input of language information is the basic condition for language learning. Acquisition can occur only when the learner is exposed to "Comprehensible Input," i.e., second language input that is slightly above the level of existing language skills. This is his famous i + 1 formula. "i" represents the learner's current level, and "1" represents language material slightly above the learner's current level. The input corpus should neither exceed the learner's ability (i +2) nor be too close to the learner's current knowledge stage (i + 0). Comprehensible input is essential to language acquisition. Incomprehensible input is just noise to the learner. To put it simply, the listening and reading input materials we present to children should be understandable on the basis of their current

language level, but not 100% completely understandable, that is, slightly beyond their comprehension ability. To ensure that the input of new content makes children see their efficiency and progress from the results, this is a virtuous cycle.

Many literary response theory researchers have been focusing on the question "How do children construct meaning when they read works?" (Deng, 2014). The construction of reading meaning, that is, the process in which children's subjects contact, perceive and understand reading texts, and obtain individual meaning. Primary school students' comprehension of English reading text is centered on the meaning of the text, with their own life experience as the background, in the process of reading the exchange of old and new experiences, and the construction of the meaning of the text to themselves. Therefore, the form of text carrier affects children's acquisition of reading meaning.

2. Diversified text carriers are conducive to improving pupils' English reading comprehension

The content of paper text is presented gradually according to a certain logical structure. It generally has 13 patterned with flat and unified expression. According to the linear structure of the text, readers are able to read page by page, paragraph by paragraph. Under the background of the digital age, the reading text is converted into pictures, images, animation, sound, language, text and other symbols that can be used by the electronic media (Zhu, 2011). For example, when you learn the Organs of the Body, you can combine listening and speaking in an interesting way by setting up three-dimensional organs and interactive links, and build up your comprehensive application ability.

3. Diversified text carriers are conducive to consolidating primary school students' dominant position in English learning

Primary school students are in the active position in English learning, not blindly passive acceptance. Through the presentation of digital resources in multiple ways, primary school students can empathize their own cognitive experience with the text content, experience the happiness and sorrow of the characters along with the development of the story, promote the children's understanding of English pronunciation, words and sentences, and stimulate the desire for language expression and communication.

4. The use of digital applications to expand the channel of English communication for primary school students

Based on the characteristics of the digital age, we can use the online discussion platform to create a virtual space for primary school students to learn English and provide communication channels with other learners. At the same time, we can use collaborative document applications to establish English learning tasks completed by online collaboration. Encourage students to interact with each other through video conferencing applications, organizing virtual discussions or presentations. On the basis of enhancing students' interest in English learning, logical thinking, interactive communication and emotional understanding can be cultivated.

5. Suggestions on primary school English learning in the digital age

5.1 Create an English learning environment

Actively create an environment for English immersion. This does not just mean providing English books, but also incorporating English into everyday life. By playing English story CDS, watching English cartoons, and even putting some English words at home, primary school students can unconsciously feel the existence of English and cultivate their interest in English.

5.2 Choose age-appropriate learning materials

When guiding primary school students to read in English, appropriate English books should be selected according to the child's age and English level, which should not only ensure that the language is not too complicated, but also meet personal interests. Pay full attention to and make use of the rich and diverse library paper resources or digital resources.

5.3 Audio reading combination

In addition to paper books, audio reading is also an effective way to cultivate children's English reading ability. Through the combination of listening and speaking, children's listening comprehension and oral expression skills can be improved, and they can

better understand the context and emotion of the article.

5.4　Use technology to assist learning

In the digital age, the use of technology to assist children's English learning can not be ignored. Through interactive and interesting online platforms and App learning methods, children can be better guided to learn English. This way of learning can not only attract children's attention, but also deepen the memory of English.

5.5　Stimulate children's interest in reading

Stimulating children's interest in reading is the key to cultivating English reading ability. In addition to choosing excellent English books, you can also guide children to choose reading materials according to their interests and hobbies. For example, scientific encyclopedia, historical stories,cartoons, etc., the key is to let children feel the fun of learning in English reading.

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