

How to Cultivate Junior High School Underachievers' Interest in English Learning

Liangtian Xu, Minghong Fu, Jiayi Wang

Yunnan Normal University Yunnan Kunming 605500

Abstract: With the advent of a knowledge and education-based economy, the importance of English is becoming more and more obvious. As a foreign language, English language is not only a necessity of life, but also a universal language. As language teaching increases, Learning difficulties will become more and more serious, and the result deviation will further lead to the loss of interest in learning. What's more, this leads to tiredness, even abandonment of learning, and Junior high school students are in a period of complex physiological and psychological changes. The English underachievers have some difficulties and obstacles in language learning. They often lack interest and enthusiasm in learning English. They cannot cooperate with teachers to actively participate in teaching activities in the classroom. In today's advocating quality education, the education of underachievers has become the key to improve the whole teaching quality. Therefore, how to cultivate students' interest in learning English has become the first major problem we should solve. This article specifically investigates the effects of their English learning, and how to stimulate students' interest in learning English of factors, to help them overcome their difficulties, make progress, Finally out of the learning difficulties.

Keywords: Underachievers; English learning; Interest; Cultivate

1. Introduction

The underachievers mainly refer to the special students, who have poor basic learning skills and weak basic knowledge. Transforming the underachievers is an important task of junior high school teachers in the education work, and focus on improving the quality of classroom teaching. Junior high school teachers need to pay attention to that eliminate the conflict and contempt for the underachievers, which make every student can follow Teaching progress. According to the new curriculum standard it is clearly proposed that "education belongs to the education of the whole person, not the education of a few people. What important education most is that transform the underachievers, so that the transformation of the underachievers become the key content of ideological and political education." Therefore, what Junior high school teachers need is master the ways and methods in the process of transforming the underachievers, actively discover the learning flash point of the underachievers, and gradually improve the learning ability of the underachievers. Whether the interest of students can be aroused and the memory effect of students can be improved in English learning is undoubtedly the key to the success of teaching. As for the underachievers, there are no born underachievers. Relatively speaking, many underachievers are very smart, but they don't have much desire or interest in learning. Therefore, as a qualified teacher of the people, it is very important to treat the underachievers correctly and stimulate their learning interest at the same time. The purpose of this paper is to discuss the reasons why the underachievers lack interest in junior high school English learning, and how to correctly deal with poor students, cultivate their interest in learning English, which can train students to become moral, intellectual, physical, beauty, labor all-round development of talent.

2. How to treat underachievers

As an English teacher, how to treat poor students so that we do not harm their interests in learning is very important.

2.1 Love and respect those students who are not good at study

Besides parents, teachers are the closet ones who spend the most time with students and have the longest influence on them. As an English teacher, respect and care for students is the core of his professional ethics, and his words and deeds will affect the growth of students. Teachers should establish a harmonious relationship with students, love and treat every underachiever with heart. To establish a harmonious relationship between teachers and students is the key to improve English learning of students with learning difficulties. Teachers should know the learning and living conditions of the Underachievers in time, never take them as a burden, do not despise them, understand their specialties and hobbies, look for the "flash point" on them, often praise and encourage them to be more motivated. At any time, teachers should pay attention to their emotions, do not angry, do not impatient, never use the language of reprimand, insulting personality and hurting self-esteem. For students with low self-confidence, we should take the initiative to take appropriate forms to cultivate them.

2.2 Try to make friends with underachievers

Most of students who are poor in learning are not because of their low IQ and stupid brain, but because of many objective factors, such as some mistakes of family education and the influence of some bad ethos in society. In order to achieve good educational effect and fulfill the duty of teaching and educating people, teachers should teach according to different condition, guide according to circumstances and be "friends" of students. Once students regard you as a close "friend", they will say what they have in mind. In this way, teachers can understand the reasons for students' poor study. Then, we should take the right medicine, guide them positively,

remove their psychological barriers, and make them clear about their learning objectives. This “poor student” will “have enough meaning”. When they start to work hard, their academic achievements will naturally improve.

3. Find the right way to cultivate underachievers’ learning interests

To improve the learning performance of poor underachievers, it is necessary to cultivate their interests in learning.

3.1 Identify the problem, address the problem, and change bad habits

Some underachievers are mainly caused by their own bad learning habits. For these students, we must help them in developing good learning habits, changing their behavior habits in a planned way step by step. Most of these underachievers, because of their not good learning foundation, will have some psychological laziness and lack of initiative in learning. To deal with these problems, the suggestion is: teacher assigns different assignments, requires everyone to give reasons and their own understanding to the problem, as well as their own experience in doing the homework. Because of different homework, their idea of copying homework can’t be realized, so they have to do it by themselves quietly. In addition, to sort out the method and experience, they must grasp they learned in class and take good notes. In this way, they are forced to change some bad learning habits with an invisible way.

3.2 Praise twice as much as you criticize, and cultivate the English learning interest of underachievers

The reason why underachievers lack interests or confidence in English learning is that they are afraid of learning English. Therefore, teachers need to correctly guide and timely encourage underachievers to break through the “fear Castle”. It’s very important for every student to praise more and criticize less, especially for those underachievers. Even a little bit of progress, teachers should praise them, because their confidence in learning English can be encouraged. In every class, teachers should actively ask underachievers some questions, and praise them in front of the whole class, in order to build their self-esteem and self-confidence of learning English. In the subsequent teaching, we should pay attention to setting up some “jump” and “reach” problems for underachievers, so that they will have successful feeling. Everyone wants to be recognized and appreciated by others, especially the underachiever. Every progress made by the students is expected to be affirmed by teachers. In my view, for these students who have made progress or performed well, the teacher’s timely, sincere and appropriate praise can enhance the enthusiasm of students, so teachers should find out the “flash point” of these students. Some students did not well in their study, but their English writing is very good, or they answer questions loudly and have a good sense of language. Teachers must praise them and give them more words like “Good job!” in their usual homework, so they can feel that the teacher like them, so they are interested in learning English. It is not far from failure to success, and they can build up their confidence. In this stage, we should never ask for full blame, nitpick, and always pay attention to praise words such as “very good”, “well done”, and sincerely blessing them a little bit of progress.

3.3 Diversified teaching methods can stimulate learning interest of underachievers

English itself is a boring language, so it requires our English teachers to study teaching methods carefully, and drill deeply into teaching materials, so as to activate the classroom atmosphere and improve the classroom quality. How to use teaching methods to activate the classroom atmosphere with a skillful way? I think we should use some maxims, proverbs, ballads, riddles and games which are cleverly used to stimulate students’ interests, especially in the new textbook of junior high school. For poor students, it’s not enough to rely solely on the class, so we need English teachers to sacrifice some extra-curricular time to guide these poor students, to explain carefully, to coach patiently, and to guide them gradually. Under this condition, they will gradually improve English scores, and their interests will grow stronger and stronger. In a word, it is a difficult and challenging task to cultivate the learning interest of these underachievers. Only when the observation, memory, understanding and imagination of these underachievers are connected and coordinated, can the basic knowledge be learned gradually, and achieve the expected goal. Therefore, English teachers should be good at using serious teaching methods to make these underachievers fall in love with learning English.

3.4 Provide opportunities to cultivate students’ awareness of active participation

In teaching activities, English teachers should ensure that students are always in a state of active activities. Let students use ears, hands, mouth and brain at the same time, and mobilize multiple organs to participate in activities. Sometimes English teachers can arrange scenes and music, and if necessary, English teachers also act as “directors”. Teachers can record the voice of students’ reading and answering questions in class, and then put it to them, so as to arouse the enthusiasm of students’ activities and make them speak and act more seriously. Over time, the level of classroom Q&A and the level of reading has improved significantly. Then, give students the chance to succeed. Students feel new and interesting in learning English at first, but it is also difficult. Based on the principle of more praise and less criticism, English teachers should grasp the content of the activity and the difficulty of the questions raised, according to the difference of students’ learning level, so as to provide students with the chance of success, let all students taste the happiness of success, and gradually cultivate their interests in learning. For example, let students who are poor in learning to answer some questions which are easy to answer, and let students who are good in learning to answer the questions which are difficult to answer. And these praise words must be changed frequently, according to the actual situation, apply “very good”, “excellent”, “cleaver”, etc., so that all students can have the pleasure of success. What’s more, English teachers also can form a relaxed, equal and harmonious learning atmosphere. It is easy to cultivate underachievers’ learning interests when the teacher’s teaching style is relaxed and lively, the language is vivid and interesting, the teaching method is diversified, and the organization form is flexible. Sometimes, games, riddles, performances and other activities are introduced into the classroom to form a relaxed and harmonious atmosphere.

4. Conclusion

Confucius once said, “those who know are inferior to those who are good, and those who are good are inferior to those who are happy.” The power of interest is huge, interest can be the best teacher. Cultivating the interest of the Underachievers in English is a key to transforming them. In the work of transforming underachievers, as English teachers, we should not only have love and patience, but also constantly explore and summarize effective methods in the teaching process. The learning interest of underachievers is a long-term, patient and meticulous work. Teachers must believe that as long as we have Underachievers in our hearts, and use our

deep feelings and deep love to open their hearts, pay attention to methods and details, please believe that underachievers will have a lot of changes by teachers' sincerity. English Teachers should always believe that there are no born underachievers. There are many reasons why they become underachievers. As a language, English is the result of long-term accumulation and learning, which cannot be achieved overnight. Therefore, when English teachers meet English underachievers, it is a required course for English teachers to treat them properly. In a word, it is very important for teachers to love and cultivate students' interest in English learning. As teachers, we should be good at observing and discovering students' shining points in daily teaching, and seize the opportunity to carry out education. Even a casual praise, an approving look in the eyes, and a small concern may make students change their learning attitude and arouse their interest in learning. No matter what level of students, teachers should treat them equally, the progress of students is the happiest thing for teachers. As a teacher, the responsibility is very heavy, let's work hard together.

References:

- [1]Huei-Ju Shih & Shan-mao Chang.(2018).Relations Among L2 Learning Motivation, Language Learning Anxiety, Self-efficacy and Family Influence: A Structural Equation Model. *English Language Teaching*(11).
- [2]Fei Ma.(2016).Underachievement and Its Causes in EFL Learning in China's Non-government Universities. *Journal of Language Teaching and Research*(4).
- [3]Malacrida Marta., Provantini Katia & Mittino Filippo.(2019).Narrative Representations in Adolescents With Learning Difficulties. *Psychology Research*(5).