

How Does the First Language Influence English Learning? Designing A Good Classroom Activity for Teaching English to Chinese Children

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Abstract. The purpose of this paper is to show English teachers how better lesson plans, more suitable teaching materials, and more effective instruction for our Chinese students can all be accomplished by understanding the impact that the first language has on the acquisition of English. The four main skills—listening, speaking, reading, and writing—are then used present in this article. In this analysis, it was observed that English teachers could help students better understand the differences between English and their mother tongue by starting from the learner's thinking of the first language and merging the thinking habits of the first language to compare the two languages. It would help students promote the acquisition and understanding of English through four primary skills. The contribution of this paper is to support English teachers in their efforts to develop better ideas for English teaching activities for youngsters and aiding young learners in understanding English as a second language.

1. Introduction

Culture and native language are just two of the significant factors that need to be considered when considering different perspectives on language acquisition and instruction [1]. There has not yet a standard way to learn English in many nations. In addition to culture, it is believed that a learner's native tongue might impact their ability to acquire a foreign language. This is because a learner's native tongue may serve as their initial point of reference for understanding how a language functions.

2. Speaking and listening

Most people in the globe speak English, which is thought to be the most common language. English is increasingly widely used due to globalization and the quick development of technology, stressing the significance of improving students' English proficiency and global perspectives [2]. The four language abilities—listening, reading, writing, and speaking—can be used to assess foreign language learning. Among these abilities, most English language learners (ELL) find it challenging to improve their speaking abilities.

Our Chinese language learners' most frequent issue while speaking English is improper pronunciation. Sometimes, even though our Chinese students appear to have accurately pronounced every word in an English sentence,

the statement as a whole just doesn't sound quite right. Additionally, the words of our Chinese student still have a slight "Chinglish" accent. "Intonation" is the item that's lacking. However, "pronunciation and intonation" are not the only factors to consider. Chinese language learners frequently ignore the rhythm, which is the most crucial aspect of English pronunciation. Teachers are required to inform students of the native tongue system of a language before they begin learning it. Since Chinese is a syllabic language, equal time must be given to each syllable, which is the case in all syllabic languages. Many syllabic-speaking people do not understand why English speakers speak quick or swallow numerous words in a sentence. Because the English language has a rhythm and pace. In addition, it is tough for people to grasp what you're saying without rhythm and beat. People also find it difficult to comprehend your emotions.

In this case, how to let your students truly understand the two different languages pronoun system. Here is the most amazing example that which can show our students.

Chant:

Dogs chase cats.

The dogs chase cats.

The dogs will chase the cats.

The dogs have been chasing the cats.

The dogs could have been chasing the cats.

Teachers assist Chinese students in comprehending the idea of English isochron city and compare the English language features with the rhythmic characteristics of Chi-

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nese pronunciation. This helps students become more conscious of the components they should avoid while pronouncing Chinese.

Secondly, the development of the dynamic assessment-based speech recognition learning system is also an important method for teachers to apply in language teaching [2]. In order to improve students' English speech in an elementary school English course, a dynamic assessment-based speech recognition (DA-SR) system was developed by integrating the dynamic assessment mechanism into speech recognition. Google Speech to Text, PHP, MySQL, HTML, and JavaScript was used to implement the system. Additionally, each student received a tablet computer and headphones to provide unlimited studying time and space. The learning task module, the AI speech recognition module, the scoring model, the learning portfolio module, and the dynamic assessment module are all shown in Figure 1. as the structure of the DA-SR learning system. Several databases, including those for learning resources, personal profiles, task items, and learning portfolios, have also been put up to support the modules.

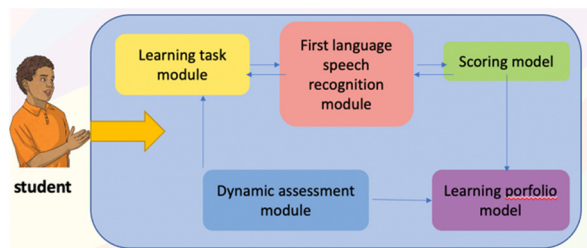


Fig. 1. Structure of the dynamic assessment-based speech recognition learning system (photo credit:original)

Figure 2 shows the DA-SR learning system's user interface, which included the task's number, timing, illustration, speech recognition, prompt, and submit button. The learning exercise was built with three different types of learning tasks: picture reading, sentence pattern reading, and brief discussions. Figure 3 shows the DA-SR learning process in action. The learning task is displayed once a user logs into the learning system. In the "brief talks" exercise, an image of a panda and the question "What do you see?" are displayed as an illustration. Initiating a response by pressing the "start" button when using speech recognition to transcribe spoken language, the 5DA-SR learning system displays the text from the transcription right away and asks the user to confirm it.

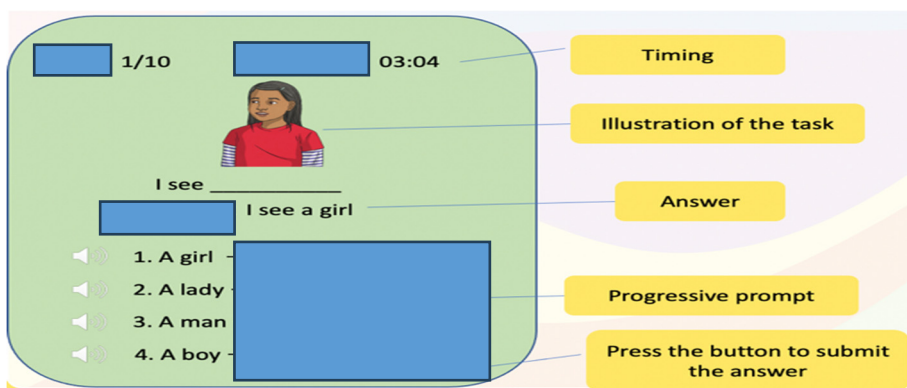


Fig. 2. Structure of the dynamic assessment-based speech recognition learning system (photo credit:original)

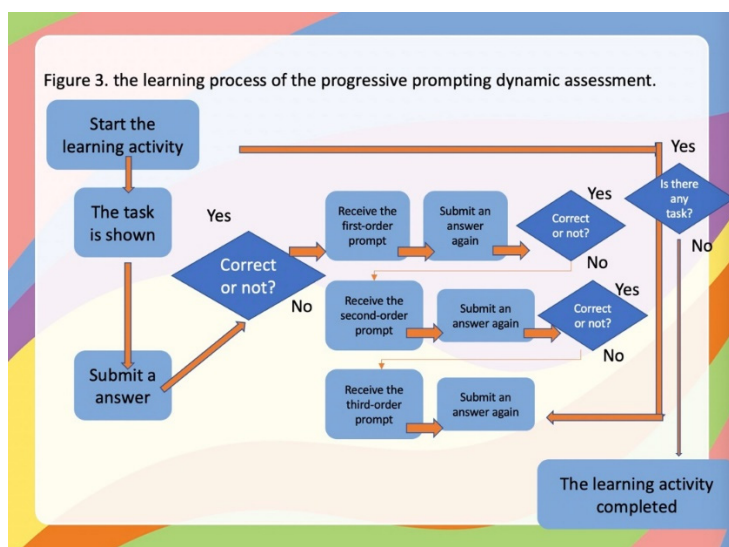


Fig. 3. The learning process of the progressive prompting dynamic assessment. (photo credit:original)

By using a dynamic assessment technique, the DA-SR learning system helps the participant complete the task if they are unable to provide an adequate response [2]. The more specific cues are supplied to a participant, the more times they have failed. When a participant produces an inaccurate statement the first time, the learning system offers four prompt items that are connected to the grammar or dialogue context of the correct answers as the initial prompt. The learning system provides the Chinese translation and the application context of the four items as the second-order prompt if the participant again is unable to generate a meaningful statement. The learning system also offers an audio recording that illustrates an appropriate sentence if the participant still could not provide a suitable response after the third attempt.

In the "image reading" activity, a picture—such as a picture of monkeys—is shown on the participant's mobile device, and they are required to respond orally. The three-order prompts consist of providing four prompt items (e.g., monks, monsters, monkeys, and money) that are similar to the pronunciation of the right answer, providing the Chinese translation of the prompt items, and supporting four audio files that play the things in order. Additionally, in the "sentence pattern reading" test, a picture—such as a lion—and an incomplete sentence—such as "I see ___"—are both displayed on the screen. The "image reading" test requires the participant to respond verbally to a picture (e.g., a picture of monkeys) that is displayed on the mobile device. The three-order prompts are the provision of four prompt items (e.g., monks, monsters, monkeys, and money) similar to the pronunciation of the correct response, the provision of the Chinese translation of the prompt items, and the support of four audio files of the items in order. Furthermore, with respect to the "sentence pattern reading" test, a picture (e.g., a lion) and an incomplete sentence (e.g., "I see ___") are presented on the screen.

3. Reading and writing

Learning a second language is primarily an interaction between the first language system that already exists and the new linguistic representational system [3]. Uncertainty surrounds the process by which the brain picks up a second language after mastering the first. According to previous research, a number of factors, including age of acquisition, shape the brain's activation during second language reading. Distinct languages have very different ways of thinking. Just as it is challenging to do mathematical reasoning without the use of equivalent mathematical symbols, it is challenging for thinking to exist freely without language.

Chinese students have had a long history of having their thoughts largely "indoctrinated" whether they write in Chinese or English. They employ Chinese thought when producing works in Chinese. It can be challenging to avoid writing within "Chinese coat" when writing in English.

The findings of the present study indicate that the brain network for reading English as a second language (L2) is influenced by the Chinese L1. Each bilingual group predominantly used their original language's reading network

when reading English, and greater native language network engagement was correlated with higher ability. The study offers crucial neuroscientific proof that the L1 system still in place in late bilinguals restricts L2 acquisition [4].

The research's findings show that language is the only thing standing in the way of kids being able to articulate their ideas, which are frequently very vivid. Chinese English learners frequently fail to correctly structure their ideas or words in English.

Writing and reading can be challenging for Chinese learners for a variety of reasons, therefore, teachers should strive to come up with better activities to support them. "Hamburger paragraph writing" is regarded as one of the best exercises for teaching kids how to write in-depth, descriptive paragraphs by encouraging them to consider the order of their sentences [5]. For children who are starting to write more intricately constructed paragraphs, this paragraph organizer template is a terrific tool to help them visualize the components of a well-written paragraph. Excellent for instructing kids about paragraph organization. Similar to assembling a hamburger, developing paragraphs piece by piece can sometimes be a great way to encourage your kids to write better paragraphs. Like a delicious burger, a good paragraph ought to be juicy. Teaching students the proper paragraph form can be very helpful.

4. Designing Classroom Activities

Based on the analysis before, some of the exciting classroom activities could be presented in this passage [6]. Firstly, engaging with ideas is fascinating because teachers can modify the ideas to fit their classes, their interests in implementing different classroom activities, and their own teaching methods. For teachers who are interested in modifying or creating their own classroom activities, this experience provides a fantastic opportunity to review their current teaching methods. A teacher's time would not be significantly consumed by adapting or creating an exercise, but if done frequently, it could help the teacher gain confidence. This could then inspire the development of multiple interconnected activities for a lesson and, eventually, a collection of lessons to create larger teaching resource units.

Teachers will often have a range of concerns or criteria in mind before creating or choosing an activity to perform with the class that will help them evaluate whether to use the specific behaviors, avoid it, or customize it [7].

Here are some language teaching strategies that can be used in English class activities.

4.1. Content and Language Integrated Learning (CLIL)

Characteristics - It is an improved form of CBI instruction. It is a form of instruction that systematically integrates language and content [8]. For illustration, combine learning a foreign language with subject material. (Study English-language geography, art, math, etc.)

Advantages - Enhance overall knowledge of other cultures and your ability to communicate with people from

such cultures. To increase learning possibilities and inspire children's enthusiasm in learning, consider many perspectives.

Drawbacks - Students' language production capacity can hardly be developed and increased in CLIL when using the content-based teaching approach because speaking and writing abilities cannot be taken into account.

4.2. Guided Discovery

Characteristics - The discovery teaching method combines the task-based and PPP instructional methods. In enable for students to comprehend the objectives of this lesson, the guiding process involves assisting them in doing so [9].

Advantages - Enable students to actively and actively explore language knowledge and problem-solving techniques, discover rules, and generate original notions.

Drawbacks - The pace of instruction is slow, the strength of the teacher's direction is difficult to manage, and students must allow enough time for self - directed learning.

4.3. Total Physical Response (TPR)

Characteristics - Instruction-action teaching mode, which instructs pupils to perform the correct actions after hearing the teacher's instructions in addition to getting and understand the language. There is much less psychological stress in the classroom because of the relaxed and joyful mood [10].

Advantages - Suitable for active students, increases kids' interest in and engagement in learning. Sentence is the primary instructional unit, with a focus on language meaning.

Drawback - Senior students may not admit that the Approach is not appropriate. The limitations of action expression make it difficult to master sophisticated or abstract languages.

4.4. Structural Approach

Characteristics - Focus on listening and speaking training, direct use of foreign language teaching [11].

Advantages - Can develop strong verbal expression skills, focus challenging training, and increase teaching effectiveness.

Drawbacks - Constrain students' diverse and creative thinking by placing an uncritical concentrate on oral practice and ignoring the reading and writing skills.

4.5. Functional Approach

Characteristics - Pay close attention to the development of students' language skills, frequently utilizing authentic and reliable language materials, and also be practical [12].

Advantages - Attention to the practical needs of students

Drawbacks - Using functional principles as a framework to design the syllabus makes it difficult to evaluate the systematic arrangement of grammar items.

4.6. Task-based Learning

Characteristics - Teaching is organized by tasks. In the process of performing tasks, learning methods including participation, experience, interaction, communication and cooperation are adopted.

Advantages - Help to stimulate students' interest in learning, critical thinking, interpersonal communication and other comprehensive development. It is helpful to cultivate students' comprehensive language ability.

Disadvantages - With such a large number of students, it might be challenging for teachers to organize their classrooms and manage their time effectively. Teacher finds it difficult to manage each team member's performance while carrying out tasks.

4.7. Lexical Approach

Characteristics - The focus on something like the instruction moves from grammar to vocabulary, motivating students to learn a wide range of essential wording that is relevant to their particular preferences.

Advantages - improve students' attention to vocabulary, word block, word collocation sensitivity. When teaching, it can be flexibly combined with small games for teaching.

Disadvantages - The classification of word blocks in vocabulary teaching approach is currently unclear, and there are overlaps between the types.

4.8. Communicative Approach

Characteristics - STUDENTS as the main body, emphasis on the teaching process of communication, training students to have a purpose, creative use of foreign language communication ability.

Advantages - Pay attention to real language situation, train students to use standard language flexibly and naturally, teaching goals and objectives are clearer.

Disadvantages - Communicate in English can be challenging for beginners. The ability to master system knowledge.

4.9. Content-based Learning

Characteristics - Emphasize the importance of content, advocate content as sustenance, content as the starting point [13].

Advantages - Students will acquire the topic and knowledge they are interested in while also broadening their knowledge and developing their subject knowledge.

Disadvantages - does not apply to exam-oriented education, since the teaching objectives are less concentrated and more dispersed.

5. Conclusion

This paper commonly has a goal in mind while selecting or designing activities. For instance, we want a task that should help the kids practice independent reading skills or review some vocabulary. This paper also desires a task that would promote them to utilize the language they have gained for communication. Therefore, teachers should have the capacity to apply the checklist to evaluate if certain activities are adequate for their instructional objectives.

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