Empirical Research on Teaching Strategies of High School Students with English-learning Difficulties

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Abstract. The reform of new curriculum needs to help the students establish a correct view, regard them as complete individuals, highlight their personality, and embody the main status of them. At the same time, it requires the education sector to treat students with the vision of development, fully tap the potential of students and integrate the students’ qualities in a state of balanced development in order to make students pleasantly experience the process of learning, master the effective learning strategies, form a correct outlook on life and world view and get into the good habits of learning to learn and lifelong learning when making students obtain knowledge and skills. Based on the requirements of such personnel training, English teachers should take into account of the overall development of each student. Based on the principle of new curriculum, English teachers should make great efforts to help their students form correct views in order to effectively promote the education reform and cultivate talents keeping up with the development of the time.[1] Specifically, teachers should help every student with English learning difficulties to form a set of strategy systems in terms of their own learning characteristics.

Introduction
At present, English education of high school especially focuses on the teaching of vocabulary and grammar, neglecting the training of English listening, speaking, reading and writing ability. In the process of learning English, students are mechanical and inflexible, lacking in subjectivity and the communication ability and communicative competence English should have can’t be exercised effectively and developed. This teaching is not conducive to the application of English for students, while the humanistic color of English has also suffered indifference. Therefore, many students lose their interest in learning English and take English learning as a kind of pressure, which results in decreased performance in English correspondingly, and some students even become “students with leaning difficulties”. This kind of English education stifles the students’ nature, and for a long time, it must be a vicious circle. Changing this situation is imperative.

Effective Strategies for Students with Learning Difficulties

Constructing Comprehensive Learning Strategies
Learning assistant strategy is one of the effective ways to educate students with English learning difficulties, playing an important role in the education and transformation of students with English learning difficulties. The result of the survey and analysis shows that most students with English learning difficulties do not know how to design a learning plan, and do not know what kind of learning plan can have a good effect, either. This shows that most students with difficulties are lack of effective learning methods and learning strategies. Thus, it provides a frame of reference to assist the students’ learning by analyzing their Learning assistant strategy.[2] Many students think that they get stuck in some trouble of learning English and the results are not satisfactory. Meanwhile, their English capacity improves so slowly that they can hardly get a good mark in the college entrance examination.[3] Students’ learning is the result of the interaction between external factors and
internal factors. Learning strategies and learning methods as the internal factors of students have direct effects on students' learning result and efficiency. Scientific learning methods will make learning be a pleasant activity, and have a multiplier effect. This also puts forward higher requirements for teachers. It not only requires teachers to have enough psychological theory base, but also be familiar with the individual differences of students with learning difficulties in order to reach the best match efficiency with different strategies. In addition, teachers should be familiar with a variety of learning strategies, such as cognitive strategy, metacognitive strategy and so on, and can adjust and create different strategies according to the specific needs and characteristics of students with learning difficulties so that it can form applicableness with students. Therefore, as English teachers, whether in English teaching work or in the transformation work of students with English learning difficulties, we should be good at discovering the personality characteristics of students and identifying the reasons for students with learning difficulties. Especially for the problem of learning methods, teachers should specifically help every student with English learning difficulties to form a set of strategy systems of learning method in terms of their own learning characteristics.

**Establishing Long-Effect Mechanism of Teaching Assistance**

As a result of the influence of school, family, society and other factors and the existence of individual differences of students, the type and reason which leads to the students with leaning difficulties present diversification and complexity. Therefore, the education and transformation work of students with learning difficulties also has some difficulties accordingly. Based on the practice pursuit of modern classroom teaching and education theory foundation, teachers are required to grasp the students' present level, development potential, the internal structure of subjects and target requirements. At the same time, teachers should take practical and effective measures according to their own teaching characteristics, teaching styles and professional quality so as to seek the maximum development of students with learning difficulties.

First of all, when teachers formulate effective learning strategies for students with learning difficulties, they should make personalized teaching goals according to the differences of students with learning difficulties in the form of diversity instead of previous uniform, avoiding adopting a unified standard to teach. Secondly, teachers should take different methods and means in terms of the different performances of students with learning difficulties in the teaching methods and teaching methods. Teaching method is the essential part to promote students to effectively grasp the knowledge and recognize the objective world, and it affects the formation of the methodology and epistemology of students, having a non-ignorable effect on students. A series questions, including whether the teaching method is suitable for the current learning level of the students with learning difficulties, whether it takes care of the individual differences of the students with learning difficulties, whether it arouses interest of the students with learning difficulties or not and so on, will have an influence on the education and transformation work of the students with learning difficulties. Finally, the choice of the teacher’s teaching mode also directly affects the transformation work of the students with learning difficulties. The so-called teaching mode is all kinds of factors of teaching activities affecting specific teaching goal and a kind of structure system of teaching activities formed by taking teaching procedure as its external embodiment in the scope of some time and space under the guidance of certain teaching ideology. Different teaching models have a direct impact on the relationship and status of teachers and students in the process of teaching activities, and also affect the setting of teaching objectives and the choice of teaching methods, etc. Teachers should take into account of the differences between the students with learning difficulties and normal students and the students with learning difficulties and the students with learning difficulties, choosing flexibly teaching methods, formulating hierarchically teaching goal, adjusting the teaching structure, finding out the relationship between subject and object, and constructing the teaching mode which is conducive to the education and transformation work of the students with learning difficulties.
Implementing Emotional Care Education Strategies

Cultivate students’ interest and stimulate students’ motivation. The learning motivation is a need of learning, which reflects objective demands of society and education in the students’ minds and drives students to learn English in a form of intention, wish and interest. Motivation and interest complement each other, and motivation is the internal drive of interest, and interest is the external manifestation of motivation. At present, the “low intensity of motivation and lack of interest in learning” have become a common phenomenon performed by students with learning difficulties. From the survey result, we know most of the students have strong motivation and interest in English learning, and they are able to learn on their own, but the motivation about 30% of students is not strong enough, meanwhile, they do not show a strong interest in learning English. Therefore, the teacher should take the motivation theory foundation as the premise, fully grasp the motivation development law of students, change the past teaching attitudes in the process of learning, comprehensively use the teaching method of diversification, highlight the subject status of students with learning difficulties, awaken the subject consciousness of the students with learning difficulties, stimulate learning interest of the students with learning difficulties, and strengthen the learning motivation of the students with learning difficulties. At the same time, teachers should be good at the use of incentive evaluation, fully affirm the advantages and progress of the students with learning difficulties, change their self-abased and autistic psychological attitude and performance and make them obtain successful experience and self-efficacy, correct self-attitude of the students with learning difficulties and affirm self-worth to further get ready for learning. On this basis, they should build a good teacher-student relationship. The establishment of good teacher-student relationship can ensure the warmth and harmony of the classroom atmosphere and fully affirms the equality of personality of teachers and students, and based on this, it can achieve the unity of teacher-student relationship and friends’ relationship between teachers and students, forming a new type of teacher-student relationship such as mutual encouragement, mutual help, mutual growth in the process of teaching and learning, and mutual benefit so that students obtain the affirmation of self-value and the satisfaction of self-realization in the process of learning.

Using Reasonable Resource Management Strategies

The resource management strategy of the education and transformation work of the students mainly discusses the factors affecting the learning of students with learning difficulties, such as the learning environment, time and resources and others. In the process of teaching, teachers should create a good learning environment for students with learning difficulties according to their learning needs and learning characteristics, so that they can be imperceptibly affected in a good learning environment. Such as the construction of class and school culture atmosphere, the construction of family learning environment for students with learning difficulties and the construction of the learning group environment for students with learning difficulties and the interpersonal relationship environment for students with learning difficulties and others. These environments need teachers to cooperate with the school, society, family and other forces to be created for the students with learning difficulties, and they should strive to create high quality environment suitable for the learning and transformation of the students with learning difficulties. In terms of time management, how to guide high-quality and high-efficiency learning of the students with learning difficulties, how to do the transformation well of the students with learning difficulties in the shortest time and how to find high-quality learning time of the students with learning difficulties and others are extremely important questions. As a teacher, he or she should be good at finding the demand of the students with learning difficulties for time in the learning process, formulate management strategy of personalized time and try to make students with learning difficulties get the greatest learning efficiency with the least time. The full utilization of learning resources is also an important factor influencing the education and transformation of students with learning difficulties. The learning resource includes two aspects which are possesses by students: material resources and spiritual resources. In the aspect of spiritual resources, teachers should cooperate with other forces to give the students with learning difficulties...
difficulties attention and encouragement so as to make them obtain a steady stream of power, glow their interest in learning and form a strong will quality. Material resources are the material and cultural environment which can effectively promote the learning of students with learning difficulties. The teachers should actively guide the students with learning difficulties to exploit and use resources and environment. They should make material resources used themselves around them while the spiritual resources are constantly supplied to give play to a great preponderant role of the resources and environment for education and transformation work of students with learning difficulties.

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