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Research on the Practice of Language Drill in Primary School English Teaching

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Abstract: With the development of globalization, English, as an important international communication language, has received increasing attention. In primary school English teaching in China, language drill is one of the important ways to improve students' oral English ability. However, in actual teaching, many teachers neglect the importance of language drill, leading to the lack of effective improvement in students' oral English ability. Based on this, this paper aims to explore the importance of language drill practice in primary school English teaching and elaborates on specific practical strategies, hoping to provide relevant references for teachers and educational institutions.

Keywords: Primary school; English teaching; Language drill; Practical strategies

1. Characteristics of Language Drill

1.1 Deepening the Understanding of Grammatical Rules

Grammar is the foundation of language, and mastering grammatical rules is crucial for the correct use of language. Through continuous language drills, students can use grammatical rules for sentence construction and language organization, thereby deepening their understanding of grammar. Through errors and corrections in practice, students are able to gain a more profound understanding of the application of grammatical rules and avoid errors and ambiguities in linguistic expression.

1.2 Enriching Vocabulary

Vocabulary is a basic component of language, directly determining the accuracy and richness of thought

expression. After conducting language drills, students can learn and apply more vocabulary, enriching their expressive abilities. By practicing the use of vocabulary in different scenarios, they can better understand the usage and meaning of words, thus increasing their vocabulary.

1.3 Improving Listening and Comprehension Skills

In language learning, listening is a skill closely related to oral expression. During the language drill process, students are exposed to different forms of oral expression and speeds, improving their ability to distinguish various accents and intonations. Through repeated listening and imitation, they can gradually improve their listening comprehension and better understand others' meanings. In addition, language drills can help students learn and understand fixed collocations and idioms, thereby better utilizing these



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expressions.

1.4 Cultivating Language Thinking Ability

Language is a tool for thinking. Language drills can cultivate and improve students' language thinking abilities. In authentic language drills, students can not only improve their linguistic expression but also train their thinking, logical reasoning, and deduction skills. By using language for thinking and expression, they can better organize their thoughts and convey their ideas clearly to others.

2. Significance of Integrating Language Drill into Primary School English Teaching

2.1 Developing Students' Language Application Ability

Language drill helps students master and apply the skills and rules of the English language through repeated practice. Integrating language drill into teaching allows students to use their linguistic knowledge in actual contexts, improving their listening, speaking, reading, and writing skills. Through repeated drills, students can better memorize and master vocabulary, grammar, and sentence patterns, forming correct linguistic habits ^[1].

2.2 Enhancing Language Sense and Phonetic Accuracy

Language drill not only develops application ability but also enhances language sense and phonetic accuracy. Through continuous imitation and following along, students can better master English intonation, pronunciation, and rhythm. For difficult points in English learning, such as pronunciation and linking, repeated drills allow students to gradually correct mispronunciations, improve accuracy, and use different grammatical structures correctly.

2.3 Building Confidence and Coping Strategies

Language drill is a process of repeated practice that helps students gradually master basic English skills and apply them in actual communication. Through continuous practice, students can accumulate confidence and improve their expressive abilities. Meanwhile, it cultivates coping strategies, enabling them to understand and respond to others quickly in real communication, thus improving their interpersonal and communicative skills. During drills, students also discover their own shortcomings, which stimulates

their motivation for continuous learning.

3. Analysis of the Current Status of Language Drill Practice in Primary School English Teaching

3.1 Single Teaching Method

In many primary school English classrooms, the traditional phenomenon of "teacher lectures, students listen" still exists. This method emphasizes the memorization of grammar and vocabulary but neglects actual language application and communication. Although some teachers have begun to try interactive, task-based, or game-based methods, the popularity of these innovative approaches in teaching practice is still not high.

3.2 Low Student Participation

Low student participation in English classrooms is a common problem. This can be attributed to multiple factors. On one hand, as the number of students increases, large class sizes make it difficult for teachers to pay attention to every individual, leading some students to remain silent or respond passively due to a lack of individual encouragement. On the other hand, the prevailing examination pressure and grade-oriented educational concepts also affect participation. Students accept knowledge passively rather than participating actively in English practice ^[2].

3.3 Insufficient Teaching Resources

Current primary school English education faces a shortage of resources. Textbooks focus more on vocabulary and grammar rather than practical language training. Furthermore, although many resources (audio, video, interactive software) are emerging, their application in actual teaching is not wide enough. Some teachers still rely on traditional methods and fail to fully utilize high-quality resources, limiting students' learning experience and progress.

4. Practical Strategies for Conducting Language Drills in Primary School English Teaching

4.1 Creating Authentic Contexts

Creating authentic contexts is a highly effective strategy. By combining learning content with real-life situations, teachers help students better understand and use English. Teachers can guide students in situational

simulations to encourage communication in real environments. For example, in the unit "My Body," a teacher can ask "Who has the longest hair?" to create a learning context. By providing wigs of different lengths, students can describe themselves using the pattern "He/She has ... hair." In activities like "Describe body parts," students can draw pictures of body parts from a bag and describe them, such as "It's a very long arm" or "I have a big head" (if drawing a character with a large head). This stimulates interest and encourages active participation ^[3].

4.2 Utilizing Diverse Teaching Resources

To improve language drill efficiency, teachers should utilize various resources. Beyond textbooks and blackboards, multimedia tools, software, and network resources can be used. In the "Food" lesson, multimedia can show pictures and pronunciation for words like "bread," "cake," "meat," etc. Teachers can lead students in reading: "Look at this cake. Can you say 'cake'?" Games can also be designed, such as group competitions using the question "Do you like cake?" to which students respond "Yes, I do" or "No, I don't." Additionally, watching English cartoons like "Ratatouille" can help students understand dialogue and plots, followed by discussions to express their food preferences in English.

4.3 Conducting Diversified Oral Practice

Teachers need to provide various oral practice opportunities. In the lesson "Birthdays," students can engage in role-playing, simulating a birthday party. Role cards (classmate, parent, friend) can be used to discuss details like months, dates, and food in English. Pair work can involve asking "What month is your birthday?" to strengthen expressive abilities. Finally, games can consolidate the pronunciation of vowels in closed syllables, where students draw word cards (e.g., "apple," "elephant") and say the word while others judge the accuracy, deepening their understanding of phonetics.

4.4 Providing Timely Feedback and Evaluation

Timely feedback is essential. In the "My School" lesson, teachers can divide students into groups of 3-4 and provide topics such as "What rooms do you have in your school?" or "Do you have a computer room?". After students prepare and present their dialogues, the teacher provides oral evaluations, praising fluent expression and correcting pronunciation or grammar errors in a simple, clear manner. For writing, written feedback and peer reviews can be used. For listening, exercises like dictation or answering questions after an audio clip allow teachers to provide specific feedback to improve comprehension ^[4].

Conclusion

Language drill holds an important position and has a positive impact on primary school English teaching. In practice, teachers should recognize its importance and flexibly use various methods, such as creating authentic contexts and utilizing diverse resources, to help students consolidate knowledge and improve application skills. Teachers should also emphasize feedback to correct errors and foster students' confidence. Through continuous exploration, language drill can better facilitate the comprehensive improvement of students' linguistic abilities.

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