

ceptive teaching in detail. The results of it are that 81.25% of learners think that the English experimental class helps to improve speaking; 58.33% of learners think that the English experimental class helps learners to participate in class; 68.75% of learners think that the English experimental class is helpful for them to think independently; 66.66% of learners think that the class is helpful for them to communicate or cooperate with each other; 87.43% of learners think that the English class helps to promote the learners' interests in learning; 64.58% of learners think that the English class helps to strengthen their confidence in learning; 75% of learners think that they will study harder after the experiment; 77.09% of learners think that English class can improve their learning method; 52.08% of learners think that English class helps to improve their oral English; 56.25% of learners think that English class can improve their listening; 47.92% of learners think that English class can help them to grasp the main ideas and structures quickly; 56.25% of learners think that they can grasp the implied meanings, values or principles in the reading passage after the experiment; 68.75% of learners think that English class can improve their English proficiency. 66.66% learners like the way that the teacher in the experiment presents the new words and sentence structures through context, real circumstances or pictures. The results further prove that perceptive teaching has a positive effect on English learning. It is helpful to improve learners' English learning in junior middle school.

5 CONCLUSION

In conclusion, the results show that perceptive teaching can improve learners' language proficiency; learners' cognitive abilities can be developed in perceptive teaching; learners can show great interests in learning and shape positive attitudes to English learning; their learning methods can greatly be promoted. The results also show that the middle level learners can gain more benefit than the high level and the low level learners in English perceptive teaching. Simply speaking, the results of the research show that perceptive teaching can not only improve learners' cognitive abilities but also improve learners' interests in English learning.

Researchers may continue the study to probe into more sides of English perceptive teaching. Firstly, this study may be tested in senior middle school English and college English. Furthermore, researchers can do

more researches about the teaching models of perceptive teaching so as to improve learners' listening, speaking, writing, and reading skills. Finally, researchers can make more researches on language input in English perceptive teaching by qualitative and quantitative method.

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