# Analysis on the Strategy of Constructing English Efficient Classroom Teaching

## Ruifang Bai

Xi'an Eurasia University, Xi'an, Shanxi, 710100, China

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**Abstract:** Efficient classes mean that teaching in classrooms, teachers use classroom management to lead students to actively participate in learning, and complete teaching with high efficiency. This paper aims at constructing an efficient English teaching with the low efficiency of English classroom, analyzing the current situation and defects of English teaching, pointing out the shortcomings of traditional English teaching, and proposing teaching strategies to improve the efficiency of English classroom.

## 1. Introduction

Efficient English classes are designed by teachers to design English classroom activities. During the activities, students have acquired knowledge, their abilities have been improved, and their minds have leapfrogged. The evaluation of the effectiveness of English efficient classes is mainly reflected in: students are more and more fond of English[1]. They think that English is very important in psychology, so they are active in the classes, and they are more and more fond of English in the classes. The activity is full of passion, very interesting, Their English learning ability has improved, the spoken English expression is fluent and accurate, What's more, they can be capable of analyzing the problems encountered in English, solving the problems, and the students who can reach the above level can account for 90% the above[2]. In short, the English efficient classes are to make that students are willing to learn, and, their ability is developing comprehensively.

With the further deepening of the new curriculum reform and the ease of the burden of students' schoolwork, the research and practice of efficient classrooms are being carried out in many primary and secondary schools across the countries. In the implementation of efficient English classes, teachers should enrich the content of the classes,, and the design of the classes should not be based on past experience, but rely on the foundation of the scientific theory[3]. This paper analyzes, summarizes, enhances, and provides effective English classes implementation strategies through the implementation of A college English effective classroom implementation cases. This paper analyzes, summarizes, and enhances the effective English curriculum implementation strategy by implementing the effective classroom implementation of college English.

## 2. Barriers to Effective English Classroom Implementation

(1) The teaching theory is not solid

Teachers' lack of solid foundation in teaching theory has become a major restriction in the current curriculum reform. Although most of teachers have received systematic education and teaching theory, their theoretical knowledge is outdated. However, in the era of rapid renewal of education and teaching concepts, no theory can consistently guide a teacher in his life[4]. The society and students are changing, and so is the educational situation at home and abroad. Only by continuously learning and advancing with the times can teachers constantly update their theoretical knowledge, enrich their educational ideas, and innovate their teaching thinking. The change of teaching concepts is inseparable from the supporting role of teaching theory. Teaching but not reading has become the habit of many young teachers. Most of them rely on suppressing their students and making progress in teaching. This is a very terrible attitude towards teaching and teaching method.

(2) The subject of teaching research action is not clear

The lack of clear themes in classroom teaching research has become a common phenomenon in

English education. The weakening of school education and scientific researches, the utilitarian tendency of promotion, and the separation of research and teaching, the teaching with research problems has not received comprehensive and high attention; some disciplines with teaching research topics often lack academic research teams. They lack the spirit of cooperation, the research subject is often the subject bearer, and the participants do less. The research of the subject is numerous, but it lacks the breadth and depth it deserves. In many cases, the low efficiency of classroom teaching is caused by the teachers' lack of clear research topics, as well as the lack of learning and research on new curriculum standards and teaching materials. And this lack of teachers in turn affects and restricts their ability to control the classroom and thus affects the effectiveness of classroom teaching.

(3) The standard of classroom teaching evaluation is outdated

American scholar DL Stufflebeam believes that "the most important intention of evaluation is not to prove, but to improve." The evaluation standard of teaching classes is a "corrector" that guides teachers to do a good job in education and teaching. It is the orientation of classroom teaching towards efficient classes. At present, many school leaders are using traditional methods in the evaluation of teachers' education and teaching[5]. While teachers are required to change their curriculum, the school evaluation standards have not been changed.

## 3. Strategies for Efficient English Classroom Implementation

Under the current new education model, the concept of efficient classes has become the research focus of educators. And the teaching mode with characteristics is summarized in practical teaching. To make use of the diverse class activities in English classes, the enthusiasm of students to participate in activities is very important. Due to the differences of students, they did not participate in the classroom, see Table 1:

Table.1 Students' passion for classroom performance

| Student enthusiasm | | Always | Often | Sometimes | never |
|---|---|---|---|---|---|
| Hands and hope the teacher questions | Number of people | 241 | 672 | 153 | 77 |
| | Proportion | 21.08% | 58.79% | 13.39% | 6.74% |
| Participate in classroom activities designed by teachers | Number of people | 642 | 382 | 78 | 41 |
| | Proportion | 56.17% | 33.42% | 6.82% | 3.59% |

As can be seen from the above table, students perform well in class activities. More than half of the students often raised their hands and asked questions in the classes. They have actively raising their hands to speak, accounting for 21.08%. Sometimes they raise their hands and never raise their hands, respectively accounting for 13.39% and 6.74%. The number of students who participated in the design of teaching was 56.17%, while the number of students who participated frequently was 33.42%, and those who sometimes only participated and never participated accounts for respectively 6.82%, 3.59%.

The teacher's effective way of classes determines the effectiveness of classroom implementation. Here are three main aspects to investigate, see figure 1:
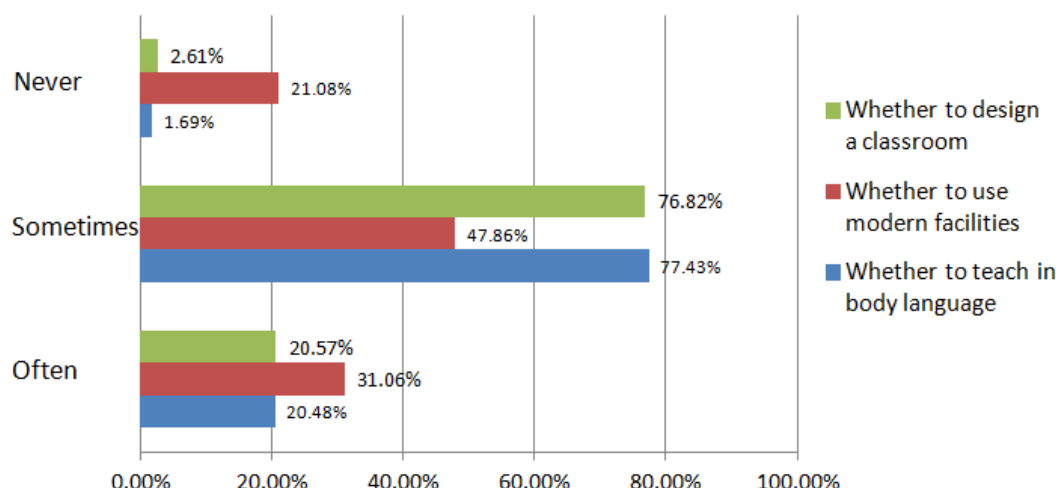
Figure.1 Teachers implement effective English classroom situation

As can be seen from the figure above, there are few activities designed by college teachers in English class. Occasionally, the activities in the class account for 76.82%, and regular design accounts for 22.57%. Teachers often use body language to teach courses in the classroom, accounting for 77.43 %, occasionally used accounting for 21.78%; teachers responded differently with modern facilities, respectively accounting for 21.08%, 47.86%, and 31.06%.

Teachers set up a variety of classroom games to have effective classes. What games do students like? See Table 2:

Table.2 The effect of English in the implementation of efficient classroom implementation

| Shortcomings of classroom games | Number of people | Proportion |
|---|---|---|
| Learning progress is slow | 217 | 18.99% |
| Classroom confusion | 125 | 10.94% |
| Just play the game and don't learn | 369 | 32.28% |
| Immerse in the game and influence learning | 394 | 34.47% |
| Other | 38 | 3.32% |

As can be seen from the above table, most students think that games in the classroom will affect their English learning, accounting for 34.47%, while slow down learning progress, destroy classroom discipline, students only play games, and others respectively account for 18.99% , 10.94%, 32.28%, 3.32%.

After discussing and analyzing, the following strategies must be implemented to construct an effective English classroom: carefully design the content of learning, guiding, and training; operate classes with precise time and space rhythm; create a well-organized environment; implement "same class heterogeneity" and "one class and multiple rounds" to create efficient classes; develop the normal habit of teaching reflection; make classroom observation enter the efficient classroom.

## 4. Conclusion

English learning is about the ability to use comprehensively. Due to the shackles of traditional English teaching, many students dare not communicate with others in English. They dare not speak in the classroom, and their ability to use English is not improved. English teachers should not only learn from the excellent experience of outstanding teachers, but combine with their own teaching practices to continuously summarize, innovate and improve. In this way, teachers can find a teaching model that conforms to the academic situation, explore strategic methods that conform to

the new curriculum reform philosophy, and achieve an effective English teaching.

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