

A Study on the Problems of Junior English Teaching Effectiveness and Corresponding Strategies: Taking English Grammar Teaching as an Example

Yang Tianfu¹, & Wang Hongyuan²

¹ postgraduate in Sichuan University of Science and Engineering, China

² master supervisor in Sichuan University of Science and Engineering, China

Correspondence: Wang Hongyuan, master supervisor in Sichuan University of Science and Engineering, China.

Received: January 27, 2021

Accepted: March 9, 2021

Online Published: March 16, 2021

doi:10.5430/wjel.v11n1p34

URL: <https://doi.org/10.5430/wjel.v11n1p34>

Abstract

Currently, English teaching focus has been gradually transferred from teacher-centeredness to learner-centeredness. However, some problems still exist in the process of English teaching so that English teachers are encouraged to seek strategies to solve them, which is expected to enhance the English classroom teaching effectiveness. It has been the vital goal for English classroom teaching in junior high school because through the unremitting improvement of it, English teachers will boost their teaching capabilities, optimize teaching methods and attain further professional development. Thus, this research mainly focuses on the problems and strategies of effectiveness of English teaching in junior high school from the perspective of English grammar teaching to attain further foreign teachers' professional development.

Keywords: English classroom teaching, effectiveness, English grammar teaching, problems, strategies

1. Introduction

Stepping in the new era when people have undergone a large number of changes in their life on account of the accelerative development of all trades, English teachers are required to lay emphasis on their effectiveness of English classroom teaching to accommodate to the frequently changing world. Particularly, under the influence of the globalization, English has been crowned as one kind of universal language among different countries, making English teaching highlighted by the society. A study conducted by Pimanmas argued that the classroom in the 21st century basically requires not only the sense of pedagogy but also techniques to effectuate students' skills and ability (Pimanmas, 2015). Meanwhile, with respect to effectiveness of English teaching, it is not only the ultimate target that English classroom teaching has pursued in junior high school, but also the core requirement of new English curriculum standards. Through the ceaseless improvement of English teaching effectiveness, it is conducive to the foreign language teachers' further professional development and the more involvement as well as students' appetite for English learning.

Nevertheless, some problems in English teaching still arise, especially the English grammar teaching that is the premise and base to learn and master English proficiently. Nowadays, English grammar is difficult for teachers as well as students in that teachers are confused on the way of teaching while students have troubles in learning it. Accordingly, as qualified English teachers, they are supposed to enhance their teaching effectiveness through certain efficient and practical approaches in spite of any potential obstacles.

Thus, this research mainly focuses on five sections including the introduction, background, methods, findings and discussions and conclusions of the effectiveness of English teaching in junior high school, taking English grammar teaching as an example to give a comprehensive analysis, which can more or less boost English teaching effectiveness and pave the way for learners' more effective English learning and their enhancement of English practical capability in the new era.

2. Background

Khattak, a well-known researcher in his corresponding research in 2011 mentioned that it has been generally observed that English has become the medium of all relevant social interactions and abilities to use English

effectively is considered an absolute essential for honorable Existence (Khattak, 2011). Classroom teaching is the main way for students to acquire knowledge and information, enhance relevant skills and form correct concepts while the effective teaching is the significant guarantee to facilitate the students' effective learning, further development of intelligence and excellent mind. Accordingly, it is not exaggerating to say that it is crucial to boost teaching effectiveness, but what is the effectiveness of English teaching? If English teachers are ambiguous about the connotation of teaching effectiveness, they will inevitably encounter many problems in their teaching process let alone any effectiveness of their teaching. Thus, this part mainly illustrates the connotation of English teaching effectiveness.

When it comes to the definition of effectiveness of English teaching, Bambenutty in his related study stated that an important area of education is the students' evaluation of teaching effectiveness and rating of their courses (Bambenutty, 2009). Also, it is universally viewed as one kind of teaching concept that English teachers mainly give special attention to the teaching effectiveness and take top priority to the students' development. This concept stresses that teachers are supposed to design different kinds of exploitative, independent and research-based learning activities to promote learner's innovative mind, learning efficiency, greater progress and further development. What is worthy to mention is whether the teacher enhances his or her effectiveness or not directly depends on the learning progress and development of students.

2.1 Learners' Development of Core Competence

From the definitions of English teaching effectiveness, there are mainly three pivotal points that English teachers cannot ignore. In the first place, the English teaching can indeed improve students' core competence for the reason that the effective English teaching is that teachers must teach students according to their personal characteristics of development and intrinsic law. Teachers always guide students to learn in an independent, cooperative and exploitative way in order to cultivate and develop their comprehensive ability of language performance. The reason why teachers give an effective teaching to the students in junior high school is that it is necessary for learners to promote their learning efficiency and cultivate their ability to use language so as to develop learners' core competence, which will completely lay a foundation for their development in the future.

2.2 Learners' Integrated Development

Likewise, the effective teaching is the necessary requirement for learners' integrated development. In the process of effectiveness of English teaching, teachers are not only asked to teach students cultural and professional knowledge, but the abundant experience and feelings about life and practice, which can make students acquire integrated development. Living in the new era, learners have to learn professional knowledge as well as practical experience on account of an increasing demand for talents with integrated development from the entrepreneurs. All that they do is only to cultivate excellent talents with personally sustainable development, and make them form the concept and ability of lifelong learning.

2.3 Teachers' Professional Development

In addition, apart from the development of students, teachers can also gain their higher professional development. As qualified English teachers, they are supposed to improve the effective teaching and let students acquire more practical knowledge, which is a must for them to broaden their knowledge and boost professional ability. Accordingly, it is this process that endows teachers more accessible opportunities to achieve further professional development. Also, the professional knowledge and ability considered as the basic element of a good teacher can make students be willing to trust and learn from teachers. In other words, only if the teacher take the deeper insight on the professional knowledge, can he or she make students learn comprehensively and proficiently so as to facilitate the joint development.

3. Methods

The literature research method is the main manner to study this topic because this study is connected to so many theories about English teaching effectiveness in junior high school. Originally, one famous researcher, Pimanmas, gave a detailed analysis on the background, necessity and some corresponding strategies researches of the English teaching effectiveness in the 21st century, which would lay a foundation for some further studies about this field. And then, some problems in the English classroom teaching have been perceived by some researchers, for example, according to Marsh, although much research has been conducted assessing teachers' effectiveness in imparting knowledge, very little work has been done to examine the association between teaching and course effectiveness and learners' willingness to delay gratification to secure mastering of class material and task completion (Marsh, 2007). After that, some researchers like Michael, Khattak, Yan, Miguel, and Sandilos, put forward some related strategies on

how to improve English teaching effectiveness. According to Liu Jieqiong, it is widely understood that both communication mode and students' knowledge state contribute to the teaching effectiveness, but the nature of the interplay of these factors and the underlying neural mechanism remain unknown (Liu, 2019).

Currently, it can be easily seen that the number of researches about English teaching has stably increased since 1998 based on the literature research, which exactly proves that studies on English teaching, especially English grammar teaching, have become a necessity. However, plentiful researches focus on the problems and approaches of English teaching, grammar teaching and any other aspects of English teaching while few of them attach great importance to the effectiveness of English teaching. That is to say, this current situation of this field indisputably provides opportunities to achieve innovation in this study. Consequently, the pivotal function of this method is to find the existing theories about teaching effectiveness as evidences to support this topic and realize the inadequacy of previous researches to innovate in this topic with various perspectives.

4. Findings and Discussions

4.1 Problems of English Classroom Teaching Effectiveness

After realizing the background of effectiveness of English teaching, it is obvious that it has exerted great functions on the learner's learning progress and development as well as teachers' professional development. However, the fact that can be confirmed through this research is that in the process of improving the teaching effectiveness, especially the English grammar teaching, even though teachers teach conscientiously and students work hard, ironically, the more teachers teach grammar, the less effective they seem to be. Accordingly, there are a number of problems or difficulties in teachers, students and other aspects. Thus, this section mainly studies the problems of effectiveness of English teaching, taking the English grammar teaching as an example.

4.1.1 The Insufficient Professional Ability and Stereotyped Teaching Concept of Teachers

Currently, in terms of English teachers, they still have various problems occurring in their current English grammar teaching including the insufficient professional ability and stereotyped teaching concepts.

To begin with, there are so many English teachers in junior high school who are rooted in the stereotyped concept. That is to say, they still cannot update their teaching concept in the new era and they still focus on the traditional teaching concept that teachers only pay attention to students' learning grades and outcomes and ignore the process of learning, though. Nowadays, many English teachers teach grammar with a stereotyped teaching concept and most of them only ask students to recite the rigid rules but they neglect students' ability to application. Although students can memorize the grammar rules in class, students still have difficulties applying them to authentic situations and they are always at a loss when encountering some relevant exercises. This actually reflects the fact that many English teachers fix their eyes on imparting professional knowledge instead of cultivating learners' ability to applying what they have learnt to practice and their correct values towards everything around them. Actually, this teaching concept will lower the teaching effectiveness and there will be no benefits for students' personal growth and development. Apart from this, many English teachers don't give enough attention to the grammar teaching and most of them voice that learning to talk with others in English fluently is completely sufficient, like foreigners but they seemingly forget that foreigners are native while for Chinese, English is a foreign language. Grammar is knowledge on how the language is organized and without it, learners cannot have learnt and mastered English proficiently. Thus, based on what has been analyzed, English teachers have their own problems in the English grammar teaching concept.

Subsequently, according to Qiu Yanping, teachers' teaching ability directly bears on the level and quality of education (Qiu, 2018). Many English teachers have difficulties or problems in their professional ability of English grammar teaching, which is also the crucial reason why the more time English teachers spend teaching grammar, the less effective they seem to be. Nowadays, plentiful English teachers in junior high school only give special attention to their teaching, that is to say, they only impart what they have mastered to students in spite of the learner's learning ability. What can account for this teaching phenomenon is nothing but their lack of knowledge that teaching activities are the integration of teacher's teaching, learner's learning and the mutual interaction between teachers and learners.

If English teachers cannot have a balance between teaching and learning, they will be not considered as successful teachers and their teaching will be not naturally viewed to be effective. According to this, it can be understood why a few English teachers always cannot attract learners' attention in the grammar learning and most learners always feel it tedious to learn English grammar. Besides, many English teachers even don't have a systematic knowledge and professional ability in English grammar, taking the English teaching contest as an example, only if an English teacher is equipped with fundamental grammar knowledge, can he or she find there is a few grammar mistakes in what they have displayed, which is intolerable for any professional English teacher. As teachers, they always play a

crucial role in the guidance of learners' learning so it is beyond imagination if an English teacher gives students a wrong instruction in the process of their learning.

Apart from this, some teachers are yet to be improved on the aspects of languages expression and the classroom organization. In terms of language expression, it is of great significance for English teachers to cultivate for the reason that teachers spend more or less spare time having communications with their students when their students are confronted with psychological or living problems. Thus, it can be seen that teachers could not have communications with their students in the course of nature if they lacked the ability of language expression. Furthermore, many beginners lack the ability to organize the classroom activities, in other words, they have problems putting the teaching activities so that learners think it is a waste of time and they cannot abide by the classroom rules and begin to be engaged in what they are fond of, which has a negative impact on the learners' learning efficiency and the effectiveness of English teaching.

4.1.2 The Insufficient Preparations before the Class

Currently, some teachers believe that junior English is so easy that they are reluctant to make preparations for their class, which results in less effectiveness of classroom teaching. Actually, making full preparations, the basic element of a wonderful English teaching class, benefits them a lot in the improvement of the effectiveness of English teaching.

Nevertheless, for many English teachers, they find it so tough for them to make the grammar teaching simple, interesting and innovative. English grammar is inherently a complex knowledge system and if teachers want to make sure every student can digest what they have taught, they must make sufficient preparations in advance so as to have a detailed grammar teaching design. Moreover, in the process of preparations, English teachers may understand the textbook better in order to give students more detailed and comprehensive instruction, which facilitates the teaching effectiveness through the students' personal engagement as well as experience.

Furthermore, in terms of teaching design, the reason why so many learners feel so dull in the English grammar teaching is that teachers don't have an appropriate teaching design for the coming English class so that there are few teaching activities that can arouse their learning interest. Besides, it is obvious that there are inevitably some sudden situations teachers have never encountered and if they cannot predict and estimate what situations they may be faced with, they will find it difficult to deal with those unexpected situations so that the effectiveness of English teaching is lowered.

4.1.3 The Monotonous English Teaching Methods

Nowadays, the problems of monotonous English teaching methods have been perceived by many professional English teachers. Some English teachers are seemingly inclined to the traditional English teaching method that teachers only promote learner's learning efficiency by assigning a great number of exercises or asking students to recite what they have learnt again and again. Thus, the students may feel perplexed when meeting some problems that they have never encountered before, which has a negative impact on the improvement of the effectiveness of English teaching.

In the English grammar teaching, some English teachers in junior high school may teach students the stiff grammar rules and structures and after that, they choose to give some relative exercises to consolidate learners' knowledge, which not only decreases students' learning interest, but has no positive influence on their learning efficiency. In effect, the stiff English grammar knowledge should be integrated into an authentic situation in order to make what knowledge teachers have imparted more vivid, attractive, and easily understood. Some English teachers, however, seldom create an authentic teaching situation, which hinders the improvement of English classroom teaching effectiveness.

The worst is that few interactions in English grammar teaching occur, which makes English grammar learning so difficult, tedious and less effective. Thus, students cannot learn useful English grammar knowledge or enhance their learning ability, which will exert a negative function on the English grammar learning efficiency, the students' development as well as the effectiveness of English grammar teaching.

4.1.4 The Lack of Realization about the Students

In the current English teaching, due to large-scale class, students' learning ability, learning problems and learning interest may be neglected so that teachers cannot teach their students in accordance with their aptitude.

Taking the English grammar teaching as an example, students must be classified as different groups that mainly depend on how much they have mastered in English grammar learning. In the process of learning, the degree of

English grammar mastery varies greatly from person to person and it has been universally acknowledged that there are always some superior learners as well as other inferior ones. If teachers are ignorant on the students' learning conditions, many problems will be caused, be they in the way of English grammar teaching for teachers or the approaches of English grammar learning for learners.

Besides, students have been the main body of the English teaching but today some teachers only teach what they have planned and they have no idea to train students' ability to find new knowledge and apply it to the authentic situation, which is also the reason why the English classroom teaching is increasingly less effective.

4.1.5 The Lack of Systematic Teaching Evaluations

Nowadays, a typical problem in the effectiveness of English teaching is that the approaches of English classroom teaching evaluation are so simple and English teachers lack systematic teaching evaluation approaches. It can be easily found that the current English teachers evaluate their students' mastery of knowledge and skills by constant examinations and grades.

Taking the English grammar teaching as an example, many English teachers evaluate their students' learning progress by checking the result of a large number of relative grammar exercises. In fact, this teaching evaluation can test learner's learning level and outcomes while it has no functions on the aspects of their learning approaches, emotional attitudes and their values. In the new era, the quality-oriented education is being advocated by many countries, which requires English teachers to attach greater importance to the integrated development of students. That is to say, as English teachers, they not only teach students professional knowledge, but the ways to learn fresh knowledge and skills along with the cultivation of emotional attitudes and values to promote their integrated development in the future.

Accordingly, with respect to the English grammar teaching, it is worth considering and improving in terms of their single teaching evaluation that severely impacts students' interest in the grammar learning and their cultivation of comprehensive quality. Although the current English teachers have endeavored to evaluate students' conditions from the diverse perspectives, they cannot give any concrete ways or details to implement or they don't give any language to encourage their students, which has a great influence on the effectiveness of the English teaching. For example, in English grammar teaching, when students make some mistakes in answering questions, some teachers only interrupt them without proper guidance to answer questions. Some English teachers even point out their mistakes directly, which certainly more or less affects learner's self-esteem and learning interest.

4.1.6 The Students' Inferior Learning Ability and Approaches

Currently, although English teachers should be mainly responsible for the problems or reasons that caused less effectiveness of the English classroom teaching, learners, as the part of the English classroom teaching, are supposed to discover whether they have some problems in the process of English learning. Under the influence of traditional teaching methods, many students are accustomed to reciting as well as reading. They cannot develop good learning habit of initiative learning. Besides, they are weak in the ability of research and they cannot apply what they have learnt to practice. In other words, they can only finish tasks in the classroom and lack the practical ability so that they find it difficult to internalize what they have learnt in the classroom.

Taking the English grammar teaching as an example, some students can do well in the exercises or examinations of English grammar, but they have problems in speaking what they want to express despite the fact that they are extremely familiar with the grammar rules. For instance, they may be willing to participate in reading and writing contest or examinations, while they are reluctant to take part in the listening and speaking activities, such as English speech contest or English teaching contest, which is caused by their insufficient practice and the single learning approach. Furthermore, this kind of learning approach will also do harm to their ability of innovation or research for the reason that they are used to accepting the existing knowledge and theories while they lack the awareness of making a breakthrough in this field.

Moreover, many learners' learning conditions are so discrepant that teachers have difficulties in teaching them in accordance with their aptitude. For instance, in English grammar learning, some students have mastered English grammar proficiently before stepping into the junior high school while other students have learnt little, causing the great gap and the polarization among them.

4.2 Corresponding Strategies of Improving English Teaching Effectiveness

After giving a detailed analysis on the problems of the effectiveness of English classroom teaching, it can be easily found that some problems still exist in the process of English grammar teaching including teachers' teaching as well

as learners' learning. Thus, if teachers want to boost the effectiveness of English classroom teaching, some valid and targeted measures and strategies should be discussed to enhance the English classroom teaching effectiveness in junior high school. Consequently, this section mainly discusses the strategies of English classroom teaching effectiveness, taking the English grammar teaching as an instance.

4.2.1 The Establishment of Appropriate Teaching Concepts and Enhancement of Teaching Professional Abilities

As contemporary English teachers, they are asked to constantly update their teaching concept, and regularize their behavior in order to implement a more effective classroom education and teaching for students. Meanwhile, English teachers should strengthen their own study to enrich their knowledge reserve, which can be conducive to their improvement of professional ability. Besides, English teachers should teach students according to their learning conditions and teach them with a sequence from the simple to the difficult to guarantee that learners' learning level can be boosted to some extent. More importantly, after English classroom teaching, what they need to do is to have an after-class reflection to find weaknesses or strengths in their class. They can develop their strengths and avoid their shortcomings through the constant reflection by themselves so as to improve their effectiveness of English classroom teaching.

From the perspective of the English grammar teaching, English teachers need to fix their eyes on the establishment of appropriate English teaching concepts and improvement of teaching effectiveness. In the process of improving their professional ability, they are supposed to give a correct content to students and make sure what they have displayed is correct and then they are asked to be familiar with the grammar rules and structures for fear that they will have problems solving what they have never encountered. In addition, English teachers must choose teaching contents and objectives to teach on the basis of evaluating the learners' conditions and they cannot teach so difficult grammar rules and structures under the circumstance where students don't have any knowledge reserve about those structures. After class, English teachers should endeavor to realize what grammar rules can be understood or not to change teaching objectives and contents.

4.2.2 The Improvement of Teaching Methods

Based on the fact that the learners' learning level and conditions vary from person to person, English teachers should teach students in accordance with their aptitude, which is called the multi-level teaching. That is to say, English teachers should realize learners' interest, ability, and knowledge reserve to implement different teaching objectives and contents for different students.

Taking the English grammar teaching as an example, English teachers can adjust their speed of teaching according to different learning conditions and then they can assign different tasks for their students in order to increase students' confidence and interest in learning the English grammar, which can enhance their English classroom teaching effectiveness.

Besides, English teachers must make students become the main body of classroom teaching and encourage them to learn new knowledge by themselves. To boost learners' learning efficiency, English teachers should give students more freedom and time to find problems and solve them and advocate the exploitative learning, which will create a beneficial environment for students to develop their ability of thinking, innovation and research. In this learning environment, they will enhance their practical ability that can strengthen their understanding of knowledge so as to promote their better development in the future and enhance the English teaching effectiveness.

Furthermore, in terms of the innovative teaching method, what English teachers can do for this is to teach students through the situational teaching method. But what is the situational teaching method? It is a kind of teaching method that teachers lead some vivid and attractive teaching activities or situations in the process of teaching to trigger students' emotional experience so as to facilitate students' better understandings on the knowledge of textbooks and develop their psychological machines. If English teachers want to make innovations about the teaching methods, they need to create more teaching situations in their classroom teaching that can enhance the teaching effectiveness.

Taking the English grammar teaching as an example, English teachers need to create more attractive teaching activities and situations, such as vivid pictures, role-play and other things, to teach English grammar, which not only can arouse students' interest but strengthen their understandings about English grammar. Under the influence of the situational teaching method, students don't think the English grammar learning is dull and they will be increasingly interested in the grammar learning, which will greatly boost their learning efficiency for the reason that interest is the best teacher for students.

4.2.3 The Full Preparations and Designs for Teaching Contents

Making full preparations for classroom teaching, the premise of having a perfect classroom teaching, is extremely conducive to the enhancement of English classroom teaching effectiveness. However, how to make full preparations for classroom teaching has seemingly become a tough problem for English teachers.

To begin with, what English teachers are asked to do is to have a deeper research on the relevant textbooks to accomplish the work of full preparations before the class. And then, English teachers can have an obvious picture of teaching objectives, teaching contents, and teaching methods through preparations for classroom teaching to optimize their English classroom teaching and boost the classroom teaching effectiveness.

Taking English grammar teaching as an example, English teachers will find it more necessary for them to make full preparations for classroom teaching as a result of the fact that English grammar is a kind of such complicated and systematic knowledge that English teachers cannot master and apply it proficiently in a short period, which requires more English teachers to make full preparations for classroom teaching including the acquaintance of grammar rules and structures and the design of teaching objectives, contents and other teaching activities. Certainly, the reason why the design of teaching activities is stressed is that English grammar is always considered to be dull and difficult to learn. Besides, when it comes to the teaching design, English teachers design the teaching activities based on the real life simply because the teaching activities connected with the real life may appeal to more learners and make them be willing to be involved in the English grammar teaching. Moreover, in the process of preparations for classroom teaching, English teachers especially lay emphasis on predicting what may happen in the process of classroom teaching in case that there are some teaching problems in class that they have never encountered before. For example, when English teachers teach the past tense to students, they need to evaluate what problems students may be faced with, and then choose a kind of simpler teaching method or content to teach them.

4.2.4 The Improvement of Teaching Evaluation System

Yossi Hadad, who studied the teaching evaluation system in 2020 has claimed that the student evaluation of teaching (SET) tool is widely used to measure student satisfaction in institutions of higher education (Yossi, 2020). As English teachers, they must learn to evaluate students through diverse perspectives instead of single one for the reason that teaching evaluation directly impacts learners' learning motivation, interest and enthusiasm so as to enhance the effectiveness of English classroom teaching. Nevertheless, how can teachers improve the teaching evaluation system? In the process of English language teaching in junior high school, English teachers are asked to evaluate students from different aspects, such as cultural knowledge, practical ability, emotional attitudes and personal values. In the new era, the goal of English classroom teaching is to cultivate a talent with integrated development due to the requirement of the quality-oriented education. Meanwhile, English teachers should give more encouragement and solutions to students when they confront the dilemma in their life or they are weak in certain aspect because not all of them can be equally competent in every field of their learning so that English teachers are supposed to strengthen their advantages and avoid shortcomings to attain better development in the future.

According to Robertson, who advocates the constantly reflective teaching, voices that for pedagogies to change, teachers undertaking professional development need to engage in deep reflective thinking about what they bring with them, what their professional programs offer and what their teaching contexts expect (Robertson, 2018). Taking the English grammar teaching as an example, there are various rules and structures in English grammar learning and it is a common phenomenon that maybe some students are familiar with the object clauses while others feel strange to them but they can do well in the attributive clauses, which demands teachers to discover learners' strengths or weaknesses to give a comprehensive evaluation on their learning. Only in this way, can teachers motivate their learning interest, enthusiasm and enhance their learning efficiency to some extent.

4.2.5 The Establishment of a Harmonious Relationship between Teachers and Students

A recent study conducted by Kennedy showed that the quality of the relationship that develops between a student and teacher has been connected to pivotal instructional and behavioral outcomes for students (Kennedy, 2020). It is not exaggerating to say that establishing a harmonious relationship between teachers and students is crucial to learners' learning as well as teachers' teaching. Teaching, as the form of education, is the interactive activity with teachers' teaching and learners' learning so that if English teachers can establish a more harmonious relationship with their students, they can not only improve their classroom teaching effectiveness but their students' learning efficiency. Nevertheless, what can English teachers do for the establishment of a harmonious relationship? To begin with, English teachers must exert their positive functions of guidance in the classroom teaching, that is to say, they are asked to give students clear and correct instructions and guide them to learn in the process of English learning. Then,

some opportunities or situations should be created to have more communications with their students, by which English teachers can obviously discover what problems their students may be faced with so as to give encouragement and comfort to students in the process of learning.

From the perspective of English grammar teaching, when English teachers teach the subjective mood, they are supposed to give clear instructions on what they need to learn and master and how to learn with a simple way. Also, they should be concerned with their problems of English grammar learning by having constant communications with their students after class, such as rule usages, structure realizations and other problems.

4.2.6 The Introduction of Information Technology and Cultivation of Learners' Interest

Interest is crowned as the magic power to promote learners' enthusiasm for learning English, which can greatly boost learners' learning efficiency and English classroom teaching effectiveness. However, how to cultivate students' interest has been universally discussed today. In the new era, information technology develops increasingly fast, which has swept over all aspects in daily life including teaching. Yet for Danielle Pollock, it is a challenge for educators to leverage library and information science students' varying interests and experiences to develop technology curricula that addresses diverse student needs and prepares them to engage actively with current and emerging technologies throughout the course of their careers (Danielle, 2019). Thus, this section mainly concerns about that the main way to cultivate learners' interest is the introduction of information technology.

To cultivate students' learning interest to enhance the English classroom teaching effectiveness, English teachers can introduce multi-media, one kind of information technology, to enrich teaching contents. Through multi-media, English teachers can show students relevant pictures, videos and other attractive images so as to attain the objective of improving the enjoyment of classroom teaching and making a more active teaching atmosphere. Of course, what English teachers should pay attention to is the reasonable utilization of multi-media, which requires English teachers to search for information resources in line with their teaching contents in order to make their teaching more targeted for their students.

With respect to English grammar teaching, it is no denying the fact that grammar teaching needs to integrate with more information technologies than any other subjects in that the single grammar knowledge cannot indeed arouse students' interest in the least. For example, when English teachers teach the present perfect, they need to teach it by means of vivid pictures and attractive videos and after that, some vital grammar knowledge points will be found by themselves, which will be extremely superior to the direct illustration about the definition and rules of the present perfect.

4.2.7 The Establishment of Learning Community

According to Xu Dengping, in recent years, with the rapid development of science and technology, computer has become a hot industry, and C language, as an introductory language of computer, has also been highly valued (Xu, 2020). Thus, the concept of learning community is produced accordingly. Learning cannot be defined as a kind of learning activity confined to the knowledge derived from textbooks and teachers, but other excellent talents equipped with different knowledge or abilities, which is called learning community. In the process of English classroom teaching, group work has been universally acknowledged as one kind of more effective teaching activity so that English teachers can divide students into several groups and every student can learn from other group members. With this teaching method, English teachers can enhance the students' learning efficiency and achieve the effectiveness of English classroom teaching through joint discussions and mutual encouragement in their learning community. Meanwhile, students can also explore certain suitable learning approaches from their group members and they can develop their initiative and exploitative learning ability with the learning community. They cannot accept the existing knowledge and theories and attain knowledge through their personal experience and mutual learning with their partners. To make full use of learning community, differences among group members' learning conditions should be guaranteed to make their respective advantages complementary to each other so as to achieve the joint progress and development.

Taking the English grammar teaching as an example, when English teachers teach the attributive clause that is pretty difficult and complicated grammar knowledge, they can make students share what rules or structures they are familiar with their group members to complement what English grammar knowledge about the attributive clause other group members may feel difficult or unfamiliar. All that have been mentioned are to improve learners' learning efficiency, learning abilities and the effectiveness of English classroom teaching.

5. Conclusion

Under the background of new English Curriculum Standards, the effectiveness has been the significant objective

pursued by English classroom teaching in junior high school. Hence the current English teachers are required to do well in discovering problems in the process of boosting the English classroom teaching effectiveness and then solve them by means of the establishment of appropriate teaching concepts and enhancement of teaching professional abilities, the improvement of teaching methods, the full preparations for teaching contents, the improvement of teaching evaluation system, the establishment of a harmonious relationship between teachers and students, the introduction of information technology and cultivation of learners' interest as well as the establishment of learning community. Only if English teachers enhance the English teaching effectiveness, can they further embrace their professional development and become qualified English teachers.

References

- Bembenutty, H. (2009). Teaching effectiveness, course evaluation, and academic performance: the role of academic delay of gratification. *Journal of Advanced Academics*, 20(2), 326-355.
<https://doi.org/10.1177/1932202X0902000206>
- Danielle, P., Rachel, W., Catherine, D., & Sanda, E. (2019). Teaching Technology in Library and Information Science: Preparing Students with Diverse Needs for the Challenges of an Interconnected World. *Proceedings of the Association for Information Science and Technology*, 56(1), 565-568. <https://doi.org/10.1002/pra2.91>
- Kennedy, A. M., & Haydon, T. (2020). Forming and Sustaining High-Quality Student-Teacher Relationships to Reduce Minor Behavioral Incidents. *Intervention in School and Clinic*, 56(3), 141-147.
<https://doi.org/10.1177/1053451220942197>
- Khattak, Z. I., Usman, M., Khan, R., Abbasi, G., & Ahmad, A. (2011). Evaluation of the Effectiveness of English Language Teaching in English Language Institutes in Mardan. *Procedia - Social and Behavioral Sciences*, 15(1), 1635-1638. <https://doi.org/10.1016/j.sbspro.2011.03.344>
- Liu, J. Q., Zhang, R. Q., Geng, B. B., & Li, X. C. (2019). Interplay between prior knowledge and communication mode on teaching effectiveness: Interpersonal neural synchronization as a neural marker. *NeuroImage*, 193(193), 93-102. <https://doi.org/10.1016/j.neuroimage.2019.03.004>
- Marsh, H. W. (2007). Students' evaluations of university teaching: Dimensionality, reliability, validity, potential biases, and usefulness. In R. Perry & J. C. Smart (Eds.), *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp.319-383). Netherlands: Springer.
https://doi.org/10.1007/1-4020-5742-3_9
- Pimanmas & Ninsuwan. (2015). The effectiveness of teaching English by using reading aloud technique towards EFL beginners. *Procedia - Social and Behavioral Sciences*, 197(197), 1835-1840.
<https://doi.org/10.1016/j.sbspro.2015.07.243>
- Qiu, Y. P. (2018). Investigation and Analysis of the Teaching Ability of University Teachers from the Perspective of Students. *Educational Sciences: Theory & Practice*, 18(5), 1285-1295.
- Robertson, M., Macdonald, S., Starks, D., & Nicholas, H. (2018). Enabling Change in EFL Teachers' Ideologies about Grammar and Grammar Teaching through Alternative Pedagogies. *System*, 72(72), 75-84.
<https://doi.org/10.1016/j.system.2017.11.002>
- Xu, D. P., Yi, F., & Li, M. S. (2020). Exploration and Practice of C Programming Course Based on the Teaching Concept of Learning Community. *Open Journal of Social Sciences*, 8(11), 141-148.
<https://doi.org/10.4236/jss.2020.811014>
- Yossi, H., Baruch, K., & Gali, N. (2019). The Relative Importance of Teaching Evaluation Criteria from the Points of View of Students and Faculty. *Assessment & Evaluation in Higher Education*, 45(3), 447-459.
<https://doi.org/10.1080/02602938.2019.1665623>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).