

The Present Situation, Problems and Countermeasures of Junior Middle School English Classroom Teaching Structure

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Abstract: Since the English curriculum reform, junior middle school English classroom teaching has made continuous progress in theory and practice, and the teaching level has been greatly improved. But there are still many problems in the teaching structure of junior middle school English classroom teaching, such as the chaos of teaching structure, the lack of coherence of teaching transition language and so on. This paper studies the structure of junior middle school English classroom teaching from three aspects: current situation, problems and countermeasures.

Keywords: Junior High School English, Classroom Teaching, Classroom Teaching Structure.

1. A Brief Introduction to the Topic

According to the latest Compulsory Education Curriculum Plan and Curriculum Standards (2022 edition) released by the Ministry of Education, new requirements are put forward for further transforming the education methods of primary and secondary schools, reforming classroom teaching, and developing students' core literacy. Classroom is the main position of primary and secondary education, and the key to implement the new curriculum standards is to reconstruct classroom norms according to the requirements of the new curriculum standards. The structure of classroom teaching refers to the sequence combination and time allocation among the basic elements of classroom teaching (teachers, students, teaching content, teaching media and teaching environment), as well as the harmonious symbiotic relationship of interdependence and mutual restriction under the comprehensive guidance of specific teaching ideas and practical experience (Du Shangrong et al., 2017:28-32) [1]. Although there are many studies on middle school English classroom teaching in China, few studies study the status quo and problems from the perspective of middle school English classroom teaching structure. This paper intends to study the above mentioned problems and put forward the countermeasures.

2. Literature Review

In recent years, the domestic research on the structure of junior middle school English classroom teaching has put forward a series of optimization countermeasures from the perspective of how to optimize the structure of classroom teaching. For example, multimedia combination classroom teaching design is the key to optimize the teaching structure of multimedia (Hou Chengjie, 2001:37-39) [2]. In addition, due to the uneven level of students, it is imperative to explore the structure of junior middle school English classroom teaching based on stratification teaching method (Lu Pirong, 2018:193) [3]. Some scholars believe that measures that are more detailed should be put forward to optimize the structure of junior middle school English classroom teaching. Wang Cailin (2012) [4] believes that the optimization of classroom teaching structure from the three aspects of teaching

objectives, classroom task steps and classroom summary and reflection should not be ignored. Coincidentally, Gao Chunyan (2020:50-52) [5] also holds three generous aspects to optimize the classroom teaching structure: instruction, teaching and evaluation. More scholars put forward more detailed strategies, such as Yan Chunli (202:85-86) [6], who proposed to optimize the classroom teaching structure by using small games, teachers' movements and expressions, providing more concrete countermeasures such as physical teaching. The above literature has not completed the study of junior middle school English classroom teaching structure from the current situation, problems and countermeasures. In view of this, this paper intends to discuss how to optimize the classroom teaching structure from the current situation, problems and countermeasures of junior middle school English classroom teaching combined with teaching examples.

3. Current Situation and Problems of Junior Middle School English Classroom Teaching Structure

In this part, by combining the online collection of junior high school English classroom teaching failure cases and the guiding opinions on the classroom teaching structure in *How to Evaluate Lessons*, the following status quo and problems of the current junior high school English classroom teaching structure are summarized.

3.1. The Order of Teaching Links is Chaotic

English classroom teaching can generally be divided into five major links: introduction, new teaching, consolidation, application and inspection (Cheng Xiaotang et al., 2019:1-7) [7]. In many junior middle school English classes, the problem of chaotic teaching sequence is still widespread.

For example, in the seventh listening and speaking lesson of the Ren Ai Edition, "What Day Is It Today?" In this part, there is an English dialogue about asking the day of the week, and Teacher A directly uses the English dialogue text in the textbook to ask students to read aloud and recite it. A good listening and speaking lesson should be followed by a series of "What day is it today? This question. Teacher A reversed

the consolidation and new teaching links, and did not arrange rich activities for students to use and check their learning effects. This did not arrange teaching links according to the cognitive order of students, and eventually led to students memorizing the text content, failing to achieve the purpose of acquisition.

3.2. Unreasonable Teaching Time

The focus and end point of classroom teaching time is to achieve effective management of classroom teaching time, that is, to reduce the loss of ineffective or inefficient teaching time and achieve the optimal development of teachers and students per unit time (Luo Sasha et al., 2016:4-6) [8]. The length of teaching time can also reflect the structure of classroom teaching.

For example, Teacher B is conducting a reading class. The purpose of this class should be to let students read by themselves and acquire reading skills such as skimming, scanning and close reading. However, in order to let students thoroughly understand the whole article, the teacher spent 25 minutes explaining the whole article, which means that a class only lasts about 40 minutes. So in the end, students are only given five to eight minutes to read and complete the reading exercises on their own. This is the unreasonable arrangement of teachers' teaching time. A good junior high school English reading class should be based on students as the main body, more is to let students read by themselves, the teacher provides some support to help.

3.3. Abrupt Transition between Teaching Links

Su Na (2012:42) believes that in order to improve the efficiency of junior high school English classroom and optimize the process of junior high school English classroom, we must pay attention to the transitional design of each teaching task, and a good transitional design can play a role in connecting the past and the next [9]. At present, the biggest problem that teachers face in each teaching link is the abrupt transition language, which will also make the classroom teaching structure incoherent.

For example, after learning the four words "spring, summer, autumn, winter", Teacher C wants to practice dialogue. Teacher C directly took out the picture of "Xia" and asked the students "Look at this picture! Which season is your favorite?" The students answered, "Summer is my favorite season." Teacher C did not choose the appropriate transitional language in the teaching process, giving people a feeling that they only want to complete their own preset tasks. And for students, students study in the clouds do not know what to do, can not achieve the real learning effect.

3.4. The Adjustment of Classroom Teaching Structure is Not Flexible

When teaching in the classroom, it is easy to appear a lot of situations that are different from the teacher's presupposition. Some teachers will be too rigid in their teaching plans prepared in advance and preset situations, and only want to complete the teaching task, but such inflexible treatment will also appear that the classroom teaching structure is a blunt template.

For example, in a grammar class explaining past tense, teacher D used an article in the past tense --Jane's Day in the introduction, and gave all the past tense verbs and their protoforms in the article. Next is the new teaching session, the teacher is ready to teach all the verbs in the form of the past

tense rules to the students, when student D said, "I found it! When you add ed to walk, you add ed to the final form of the verb." Teacher D ignored the students' answers and went straight to the new teaching session.

4. Research on the Current Situation and Problems of Junior Middle School English Classroom Teaching Structure

4.1. Arrange the Classroom Teaching in Order

An excellent junior high school English class needs to include the introduction, new teaching, consolidation, application and inspection of these five links, and the order will not be reversed in general, because the teaching link needs to build the classroom teaching structure in order. No matter what class type of junior high school English classroom, the teaching design can be carried out according to these five teaching links, and it also conforms to the learning law of students from input knowledge to digest knowledge and then to output knowledge. Therefore, under normal circumstances, teachers do not need to change the order of these five teaching links. For example, in Teacher A's listening and speaking class, Teacher A can guide students to sketch out "What day is it today", which appears most frequently in the whole text, by using the text content in the textbook, which completes the link of new teaching, and then carries out various activities with students to achieve the effect of consolidation and application. Finally, homework is assigned to check the student's acquisition effect.

4.2. Arrange Reasonable Teaching Time

An excellent junior high school English class should allocate time reasonably in all teaching links. For example, the time spent on introduction and summary is less than that on new teaching, consolidation and application. The time allocation should not be put before the horse. The new curriculum concept requires teachers to devote only one-third of their time to lectures and two-thirds to students. For example, in Teacher B's reading class, if the purpose of the class is to let students understand the reading methods of skimming, scanning and close reading, then students need to read more by themselves to understand various reading skills, and the teacher can give appropriate guidance and explanation, instead of spending half of the class time to inculcate knowledge.

4.3. Improve the Appropriate Transition of Teaching Links

How to efficiently transfer knowledge to students within a limited time, so as to effectively improve the teaching quality, this is not only reflected in how to effectively design activities, but more importantly, to make the transition between activities more subtle (Wu Bangbang, 202:109) [10]. Good transitions are interactive and logical. If teacher C changes the transition phrase from new teaching of seasonal words to word consolidation and application into "After learning these four words about seasons, I'm curious about which season is your favorite. So next I'd like to invite somebody to answer my questions, OK ", This will make the transition between teaching sessions less abrupt, and students will know that the next part is practice.

4.4. Flexibly Adjust the Teaching Structure According to the Actual Situation

How to solve the "teaching accident" and adjust the classroom structure in time in order to achieve the expected teaching effect, this is the wisdom of teachers, but also the necessity of classroom teaching. The new curriculum requires teachers to reorganize various information feedbacks from students according to changes in the situation, timely form new teaching growth points from students' confusion, questions and needs, and promote the dynamic generation of teaching in specific situations (Huang Yu, 2016:55-56) [11]. For example, if teacher D temporarily adjusts his teaching arrangement when interrupted by students, and takes student D's words as an opportunity to ask students to work together in a group to find out the rules for the change of the verb's proformational past tense, and then finally teacher D summarizes and explains all the rules systematically by herself, isn't it much better than directly cramming all the rules into students' brains?

5. Summary

Through the observation and analysis of some online junior high school English teaching observation courses, this paper probes into the current situation and problems of junior high school English classroom teaching structure in the order, time and transition of teaching links, and puts forward some solutions. However, due to the limited space, the problems explored and the solutions given in this paper are not comprehensive enough, but the discovery of problems is conducive to the theoretical and practical progress of junior middle school English teaching classroom. It is hoped that the questions and suggestions put forward in this paper can provide inspiration and reflection for the structure of junior middle school English classroom teaching.

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