

Study of the Problems and Countermeasures of English Online Teaching in Junior High School

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Abstract

The call of the Ministry of Education "Suspension of classes and non-stop learning " enables primary and secondary schools across the country to adopt a new model of online education, which is both an unprecedented challenge and an opportunity for English teaching in junior high school. Combined with the characteristics of online education and the practice mode of English online teaching in junior high school , this paper points out the problems existing in junior middle school and gives many useful suggestions and countermeasures from many aspects, such as school, teacher, and students, etc.

Keywords

English online teaching in junior high school; Problems; Countermeasures.

1. Introduction

At the beginning of 2020, COVID-19 which come with a vengeance broke the peace before the opening of schools at all levels and of all kinds in China. In order to actively respond to the national requirements for epidemic prevention and control, and respond to the call of the Ministry of Education "Suspension of classes and non-stop learning, non-delaying teaching ", primary and secondary schools at all levels and of all types have adopted various online education platforms and technologies to carry out online education and teaching activities.

The increasing popularity of the Internet, the gradual maturity of online teaching platforms, the emergence of big data, and the rapid development of artificial intelligence technology make domestic online education no longer new, but domestic online teaching mainly focuses on higher education, continuing education and vocational training. Teachers and students can only connect through the virtual network, and interact "across the screen". This online teaching mode is not only an unprecedented experience for primary and secondary school teachers at all levels, but also a new challenge and test.

In this process, the school has formed different teaching modes and forms which are different from the previous, but there are also a variety of problems in the process of carrying out online education. Only by constantly combing and reflecting on the problems in the process of online education and teaching, and summarizing the countermeasures and practical experience can education administrators, schools, teachers and so on constantly know and improve them under the new basic teaching mode, making the integrated education mode of online education and offline teaching become the new normal.

2. Online Education and the Practice Mode of Junior High School English Online Education

2.1. Online Education

Online education is a form of distance education [1]. Different from the traditional teaching which is mainly in the form of face-to-face and direct interaction between teachers and students,

online education is essentially a student-centered and student-oriented teaching mode. It is a kind of educational and teaching practice where teachers and students are not together, time and space do not coincide, and teaching and learning are separated. It is a kind of educational and teaching practice that relies on the network media.

Online education has the characteristics of easy access, resource sharing, comprehensive content, high popularity, diverse types of information, large number of resources, and low cost of use [1]. Through a variety of online network platforms, such as Dingding, Tencent Conference, QQ Live Group, Silver Cloud Live broadcast, Tencent High Speed Classroom, Matador, Zoom, Hu Ya, Taijie and other media, online education and teaching span the space, breaking the regional limitations of traditional ways of communication and learning between teachers and students to a large extent. Share learning resources by displaying ppt, playing audio and video, sharing network links, voice and video interaction, email exchange and other ways.

Through video editing, audio recording, micro-class recording and sharing, online education considers students' different and personalized learning needs and interests, and conforms to the law of learning to realize the scientific and interesting classroom teaching, expand the course capacity and expand students' knowledge [2]. Online education and teaching is no longer limited by time and space, and the organization form of teaching activities is very flexible, which can meet the personalized requirements of students' language learning, realize the continuity of language learning, mobilize the enthusiasm of learners, and provide a variety of modes for language communication. In the process of online education teaching, teachers can use the network learning platform to more accurately record the data collected in the process of learning, analyze it and give feedback, which to a large extent helps teachers understand each student's learning state [3].

Therefore, teachers can grasp the students' situation in a multi-level, multi-dimensional way, and in an all-round way, so as to conduct a more accurate teaching design, and effectively improve the efficiency and quality of English learning.

2.2. The Practice Mode of Junior High School English Online Education

2.2.1. Before Class

To effectively, fully mobilize students' enthusiasm for learning, meet students' needs and interest of personalized English language learning, conform to the law of students' learning development, cultivate and improve students' innovative spirit and ability, teachers should fully understand the development of students' English learning level, interest, motivation, habits, ability, methods, etc., to establish more targeted, scientific English classroom teaching plan, which enables students to make new achievement and new progress in English language learning in the recent development area.

Teachers adopt a task-driven strategy and choose English learning resources for students according to the teaching objectives of English class and the core content of the subject. Teachers pay attention to the quality of pre-class homework, and assign a problem-oriented pre-class independent preview task [4]. The selection of moderate difficulty, targeted and appropriate number of pre-class English test makes students feel both challenged, novel and interested when completing their pre-class task in advance. Pre-class homework must be assigned to students through the Internet in advance, so that students can independently preview their knowledge before class, find out their own doubts and problems, and complete their pre-class homework.

By reading textbooks and online materials to reserve knowledge, students can have a clearer understanding of the English teaching content, so as to have more sufficient time to realize knowledge transformation and knowledge absorption in class. It can make interactive discussion and activities more thorough and efficient, and better realize the deep learning, so as to achieve the good results of students' independent learning of English.

2.2.2. In Class

Students will communicate with each other and teacher will give feedback based on the independent learning task of English language learning before class. Teachers present their English classroom teaching objectives from multiple dimensions, including ability and emotion, etc. Teachers are problem-oriented and adopt a task-driven strategy to carry out English teaching-related activities [5]. For the understanding of classroom knowledge and content-related problems, teachers and students can seek solutions together [6]. They can also conduct collaborative study and discussions within a study group, which can gather the wisdom of the whole class, adopt the way of cooperative learning to solve problems, and jointly complete the learning task of this class.

Teachers can use the network platform to realize online education, such as Tencent Conference which provides learning group discussion and screen sharing functions, so that each learning group can enter different video conference rooms for further discussion. During the course of discussing within study group, teachers can enter any conference room to observe and participate in the discussion. If the group has any problems, the teacher can also provide timely help. After the discussion, the students work in groups to demonstrate their cooperation methods and learning results. During online English teaching, presenting cooperative work in groups can help teachers make every student participate in class, activate the classroom atmosphere, and close the distance between students who are facing the screen and between teachers and students. This cooperative way not only stimulates students' interest in learning, but also gathers their wisdom, enabling students to actively participate in classroom activities, to consolidate and internalize the language in the process of discussion, and to broaden their thinking and vision. After the presentation of each group, the teachers provide detailed evaluation criteria and evaluate the performance of the study group from many aspects [7].

In addition to the oral language evaluation between teachers and students, among students in class, teachers can make full use of network platform for students' self-evaluation and peer mutual evaluation, such as voting function of QQ group, Questionnaire Network to thumb up or vote to evaluate. Online class groups can also achieve voice and text evaluation. In this way, not only the evaluators can grasp the knowledge, and the evaluated person can have a deeper and more comprehensive understanding of the performance of their own groups, but also teachers can cultivate the students' spirit of teamwork. After the evaluation is completed, students reflect and summarize their advantages and disadvantages, while teachers comb, integrate the opinions of evaluation, select the best learning group with optimal performance, and give rewards and praise. In this process, a sense of competition will make students have a certain sense of urgency, so as to urge themselves to study with higher standards and show a better learning state.

2.2.3. After Class

Online English education and teaching can break the limits of time and space. After class, English teachers help students find problems, solve problems, and promote cooperative learning through the online education platform. Students consolidate and review their knowledge after class, which is the continuation of the classroom learning activities. It can not only help students to systematize and generalize their knowledge, help students independently consolidate English language knowledge after class, but also make students have more profound and effective understanding of classroom knowledge, make up for the problems and deficiencies in the process of English learning in classroom, so as to achieve good results of students' independent learning of English.

After class, teachers will collect data in time through the online English teaching platform to better understand the students' learning state and condition. After class, teachers and students are separated from each other because of time and space. Due to the lack of teachers'

continuous attention and classmates' comparison, students lack of learning pressure and motivation, and their motivation is not high. Teachers use group cooperation to help students find problems and solve problems, and can effectively solve the difficulties that teachers are hard to communicate with students face to face during the after-class English learning process, and hard to give timely feedback on the problems and trouble in the learning process of each student.

In addition to the way of learning group, teachers who adopt other multiple interactive ways can also enable students to actively participate in after-class learning activities. Throughout the entire online English teaching process, active English learning interaction between teachers and students, and among students can create a learning atmosphere with active discussion, research, and active exploration, thinking and innovation. English teachers give after-curricular tutoring to several students with unsatisfactory performance. After class, teachers provide diversified English learning resources, and expand the breadth and depth of students' language learning, so as to effectively cultivate students' key competency of English subjects [3].

3. Problems of English Online Education in Junior High School

3.1. Teachers

3.1.1. Lack of Practical Experience and Model Guidance of English Online Education and Teaching in Junior High School

Due to the influence of traditional educational concepts and traditional teaching modes, teachers' educational ideas and teaching thinking are not updated in time. Teachers' identity transformation and shaping is not sufficient, and the teaching model is old. They directly copy and use the offline education methods for English online education in junior high school, which makes the online education mode of junior high school English turn into the situation that teachers actively impart knowledge, while students are learning passively. These actions can not highlight the knowledge mode of English curriculum that taking students as the main body and taking students as the center of English class in junior high school against the background of online education mode. At the same time, this will affect the further implementation and development of junior English online education and teaching activities.

3.1.2. Lack of Technical Literacy of English Online Education in Junior High School

From the current situation of English online education in junior high school, some teachers do not have sufficient information technology literacy. They have a low ability to operate online educational technology equipment and are lack of information technology knowledge. Some teachers can not even make slides independently, complete online education and teaching independently, and respond to emergencies in the process of online education independently. At the same time, the utilization rate of the online education resources is not high, and in order to complete the teaching tasks, they do not pay enough attention to the cultivation of the students' critical thinking ability, so that the level of students' deep learning is low, and their high-order thinking ability is not strong.

3.1.3. Difficulties of Regulating Learning Condition

In the online English teaching class of junior high school, teachers and students can only meet each other across the screen, and it is difficult for teachers to supervise each student in time. Teachers are unable to evaluate the learning condition and give feedback in time, and it is difficult to grasp the students' real-time learning state and results, which leads to the consequences that the teaching content and methods are not targeted, and it is difficult to ensure the teaching quality.

3.2. Students

In the English online class in junior high school, some students have a weak ability to independently preview knowledge and learn knowledge before class. They have poor self-restraint ability of conducting knowledge practice, analysis, and participating in the real-time classroom interaction. At the same time, their self-consciousness of consolidating their own knowledge, and conscientiously completing their homework after class is not strong. Some students have poor self-control ability to complete their homework well. Some students are afraid of English learning, and they are not interested in English learning. Students have an uneven learning foundation. All of these have brought great difficulties to the online English education in junior high school.

4. Suggestions and Countermeasures of English Online Education in Junior High School

4.1. Education Administrators

In the process of carrying out online English education and teaching activities in junior high schools, schools should increase the investment in capital and technology, and enhance the supply and support of hardware and software facilities and equipment according to the teaching needs of English teachers. Schools should provide technical guarantee for English teachers, and promote the orderly and efficient development of online English education and teaching in junior high schools with enough software and hardware facilities.

Education administrators should allow junior high school English teachers to choose appropriate English online teaching programs according to local conditions. In special periods, in addition to normal education and teaching activities, the education authorities should not put too much pressure on teachers, and should allow teachers to adopt flexible and diverse teaching methods and modes such as micro-class recording and online live broadcasting according to their different teaching needs. In the era of big data, education managers can use big data to dynamically monitor the implementation of the online English education in junior high schools in the region, and can give timely real-time guidance and suggestions when necessary. In addition, education managers should formulate corresponding educational incentive mechanisms and supervision mechanisms according to different teaching needs, to promote the improvement of teachers' teaching skills, ensure student-centered teaching methods, and provide students with high-quality language teaching services.

4.2. English Teachers

4.2.1. Updating the Educational Concept, Changing the Teaching Thinking, and Cultivating the Information Technology Literacy

Online English teaching in junior high school needs to be repositioned. Teachers should update the educational concept, change their teaching thinking, constantly update their own teaching knowledge, and constantly learn to use the latest English teaching tools and choose the latest and most practical English teaching resources. In the process of effective selection of online education and teaching resources, English teachers of junior middle school should take the English teaching content of junior middle school as the key point, and need to choose a reasonable online education platform based on the actual learning status of the students, so as to improve the students' autonomy and initiative to participate in online education.

Teachers should break the traditional mode of "curriculum-centered" and "teacher-centered" in offline education based on the differences between online and offline education methods. Teachers adhere to the people-oriented approach, build a student-centered class, and pay attention to the application and practice of knowledge. English teachers need to have certain knowledge literacy of information technology and the ability of operating online education

platform, so that the deep integration of online education and English teaching of junior middle school is conducted.

English teachers should continue to learn and accept new things, and constantly improve their ability to master online education resources and operate a variety of online education platforms. Teachers should study the online teaching carefully, improve the ability of controlling the English online class, and make the logic of each teaching part clear, the transition natural. Teachers put students' self-learning, online education platform learning, online communication and interaction, testing, problem discovery and problem solving to form a learning closed loop, and effectively apply it, so as to lay a solid foundation for improving the effectiveness of offline teaching after the resumption of classes. Let online education resources provide better and more comprehensive services for English teaching.

4.2.2. Innovating English Teaching Mode and Realizing the High Quality and Efficiency of Online Education and Teaching

In the face of the transformation and challenge of the teaching mode, teachers should first have the consciousness of independent learning, and learn to solve the problem of online education and teaching independently, so as to play a good model and leading role for students. Teachers should adopt appropriate methods of online English education based on the actual situation and the form of online teaching that students are interested in and easy to accept, so as to realize the highest quality, optimal effect and maximum efficiency of English online education in junior high school.

Teachers should take students as the main body, improve the efficiency of English online teaching, innovate the mode of online teaching, explore the practical experience and mode of English online education that can be widely promoted, and strive to realize the homogenization of the quality and effect of online and offline teaching in the post-epidemic era[2]. According to the actual situation of the students in the class, the main forms of online teaching are flexibly and accurately applied: students' independent learning, real-time live teaching, and live broadcast of course plus independent learning. Teachers should break the traditional mode of classroom teaching "teachers, curriculum as the center", motivate students to self-reflect, self-improve, self-promote, change the teacher role from knowledge lecturer to students learning partner and guide, enrich students' online language learning experience, and make students change their ways of learning from "passive learning" to "active learning" and "like to learn".

It is necessary to make full use of the advantages of resource richness, convenience and personalization of online teaching platform to carry out teaching interaction through time-limited competition of English knowledge, pk among group members, real-time discussion in discussion area, so as to improve students' sense of participation, stimulate students' interest in learning, and improve the teaching quality and effect. In addition to having a test, teachers can also take speech, group competition, group cooperation and other forms to promote the diversification of classroom exercises. English teachers can establish a platform for students' interaction through classes or groups, focus on students' interest, establish an appropriate incentive and promotion mechanism, and attract students to actively participate in the whole process of English online teaching and learning. It is also necessary to establish a supervision mechanism and timely feedback mechanism for students' offline learning, to more comprehensively grasp the students' learning situation and learning state at home, to help students to make their own learning plans, to guide them to master scientific learning methods, and to improve the effect of students' independent learning.

4.3. Students

Students cultivate their own ability to conduct independent learning, self-restraint, and to explore and innovate their knowledge. At the same time, they should change their old concept of learning thought, change the passive learning mode to the independent, active learning mode.

Therefore, they can better participate in English online education with their own ability. Before class, after receiving the English learning task, students conduct online independent learning, independent thinking, learn in advance, reserve knowledge through preview teaching materials and learning materials, get familiar with the English teaching content in advance, and complete the pre-homework. In the class, keep up with the pace of teachers, constantly find the problems existing in their own learning, constantly adjust the learning state, actively participate in the classroom interaction and communication, and conduct knowledge practice and analysis. After class, students independently consolidate their knowledge, reflect on and summarize their feelings, communicate with teachers and students, objectively conduct self-evaluation, and promote the improvement of after-school learning ability.

5. Conclusion

Online English education in junior high schools during the COVID-19 period is not only an unprecedented challenge, but also an opportunity. It promotes the deep integration of modern information technology and English teaching in junior high school. It puts forward higher requirements for the level and ability of education administrators and English teachers, and they should seize the opportunity to meet the challenges. Therefore, English teachers of junior high school need to update their educational concepts, change their teaching thinking, cultivate information technology literacy, take the initiative to learn and use online education technology and platforms, and master the methods of applying, searching, and integrating English resources of online education and learning in junior high school.

To innovate the English teaching mode of junior high school and realize the high quality of online education and teaching, the relevant teaching departments should also make full use of this opportunity to actively explore the practical experience and method provided by online English teaching to offline teaching. English classes in junior high school in the post-epidemic era are bound to witness the new trend of the integrated development of online teaching and offline teaching. At the same time, many innovative and practical measures during the online English teaching in junior high school will become a new driving force to improve the quality of education and teaching, improve teaching methods and serve students' learning needs in the future.

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