The Study of Rebuilding Effective Classroom of College English at Rewarding Courses Standards

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ABSTRACT. *The reform of classroom teaching shall not only focus on changes in teaching methods or teaching techniques, but on innovation in teaching design and teaching reflection under the guidance of new teaching concept. This paper aims to sum up innovative and effective ways concerning rebuilding of education relations, teaching process, class management, question input in class, class comments and assignment design through questionnaire, real interview and teaching reflection.*

After centuries of development and evolvement, effective teaching has transformed from the initial "size effect" to reflections on "teaching design" and "reflection consciousness". The proposal of "Rewarding Courses" at the State's meeting for undergraduate education in new eras, raising the curtains on a new round of reform of course education and teaching. The reform of classroom teaching shall not only focus on changes in teaching methods or teaching technique, but on innovation in teaching design and teaching reflection under the guidance of new teaching concept. The current college English education is a complicated education and teaching task both online and offline, as well as inside class and outside class. However, the actual teaching effect is far below the real needs of students and the national standards of English ability. It is essential to reconstruct effective college English classroom at this standard in order to truly approach the standard of "high level, innovative and challenging" of rewarding courses and put an end to the low level, obsolete and mindless unrewarding courses.

At present, the effective class building usually adopts simulation method and introspection method, in which the attending teacher would try to imitate and use the inspiration to improve their classroom teaching activities to meet the standards of effective teaching after observing top teachers' classroom teaching. As a result, one of the common problems is the lack of theoretical research, compared with teachers' self-improvement and self-perception, which is not conducive to the advance of theoretical level and the rapid progress in classroom teaching. This study would enrich the guidance of effective teaching theory to some extent and help teacher to apply directly in teaching practice.

1. Background and Problems

Classroom teaching of foreign language is the most important part in the process of foreign language teaching. Yet, for a long time, teaching theory researchers both at home and abroad have largely ignored the effectiveness in classroom teaching of foreign language. Therefore, they did not form the theoretical system about China's foreign language classroom teaching or an efficient set of requirements and suggestions about guidance for foreign language teachers' basic behaviors in classroom teaching, not to mention the criteria of evaluation for the effect of classroom of foreign language.[1] Many teachers' understanding of building an effective classroom teaching of foreign languages simply sticks to inspiration from observation of the classroom activities demonstrated by other excellent teachers , which is likely to cause insufficient theoretical study and lack of in depth understanding.

Although there are a number of scholars at home who have carried out researches and studies on some of the constitution factors of effective classroom teaching, such as *the Study of Building the Environment of Effective Classroom Teaching*,[2] *the Study of Questions in Effective Classroom Teaching*,[3] *the Study of Mechanism for Effective Classroom Teaching* and so on,[4] all of which clearly show insufficient reflections and thinking on the teaching design and awareness of retrospection, unable to meet the need of teachers to deepen the reform of foreign language teaching and establish theoretical and practical samples of effective classroom teaching.

2. Target and Content of Research

This Research aims to help foreign language teachers to improve their ideological understanding and theoretical level, in combination with the standard for current course building and real teaching need. In addition, it strives for further discussions over the effectiveness of classroom teaching in college English teaching on the basis of former research and study findings. Its ultimate goal is to enrich connotation in teaching design and reflective consciousness and better achieve the target of college English teaching in practice. Therefore, This project would focus on the *"Rebuilding of Effective Classroom Teaching of Foreign Language ",* highlight the teaching design and reflective consciousness and carry out exploratory and open research from the following six aspects.

2.1 Rebuilding effective educational relation

Traditional mode of classroom teaching forms the relations of teachers and students, namely active teaching from the teachers and passive acceptance from the students. To some extent, such relations eliminate students' learning initiative and creativity, but the current "over-emphasis on student-centered teaching" or "inappropriate on students-centered teaching" greatly weakened teachers' dignity and identity, which to a certain extent causes teachers to lose control and adds more

problems to the originally favorable teaching reform.

Traditional Chinese culture and education system once endowed teachers with an highly respected social status, which can be found in old saying like " One must respect heaven, earth ,king ,the elderly and teacher" and "Always respect your teacher as you do your father.", meaning teachers stands for knowledge and authority. Looking at the modern education system, the actual role of teachers is gradually fading. Under the influence from various new technologies, ideas, methods and disciplines, most teachers have become the most timid one in class and the most helpless one after class. The misinterpretation of "student-centered teaching", "mental line of fragile modern college students ", "excessive restrictions of modern appraisal system for teachers ", "the lack of teachers' belief in education", to some extent, all lead to the weakening of teachers' authority, chaos in the education relations and lower the efficiency of classroom teaching.

The precondition for building effective classroom teaching of foreign language is to establish an effective classroom education relation which breaks the traditional singular teacher-centered teaching mode with the target of inculcating knowledge. This requires teachers not to give up their roles, especially as the leading roles in classroom teaching, but to establish their authority in class. They ought to lead the students to respect teaching, while swift their thoughts to build interactive and harmonious educational relation through student-centered, heuristic method, discussion-based and task-based language teaching and the guidance of output and application. The modern education system must first entitle teachers with full authority and autonomy in classroom management, encourage the idea that strict teachers can help students to stand out, support teachers' academic dominance, and avoid students' misconnect of "superiority". Such education system should enhance teachers' belief in education and help them to better perform their duties as teachers. Also it should reduce the influence of worldly sophistication on teachers' teaching process, so that teachers can focus on teaching itself and knowledge spreading.

2.2 The Process of Rebuilding Effective Classroom Teaching

Whether students learn effectively is both the evaluation standard for effective classroom teaching and the main task of effective classroom building which depends on the learning effect of students, so as to reflect on the efficiency of classroom teaching process. The current college English class faces "PPT class" phenomenon to a large extent, namely the same teaching textbooks and the unified PPT preparation provided by the publisher. And teacher's teaching process becomes the process of merely showing PPT, while students' learning efficiency stays very low. With many experts across the country questioning the necessity of setting majors related to foreign language, the crisis for college English class has become quite obvious. Substantially, many college English courses have been reduced to low quality courses, and obtaining a certificate of CET-4 or CET-6 has become the only goal for many students to learn English. It would take some time to alter this situation. In order to stop the continuing decline of college English courses, effective classroom teaching must be reset and rearranged.

In light of "high level, innovative and challenging" standard for "rewarding courses", college English needs to make changes in teaching contents, teaching methods and teaching objectives. First of all, current college students have been exposed to English teaching earlier than before and have been working on it for a long period of time, while the target and knowledge set for college English is relatively lower. With what they've learnt from high school can they easily pass the examination? And even some students found their English level surprisingly declined after studying English in college for several years. In addition, due to the low level of knowledge, entertainment, challenge, years of "time-consuming and inefficient" phenomenon becomes more serious. The update pace of current textbook is far behind that of new knowledge. A good college English course must include the necessary new knowledge and the current information in class particularly. The setting of teaching objectives should reflect the advanced level of English knowledge, offering the space for learning and giving students some challenges and learning pressure. It should also fully stimulate students' passion for English learning and their learning potential through innovative classroom teaching methods. Of course, innovation is not only reflected in the teaching method, but also in every part of the whole education and teaching process.

The current argument on the orientation of college English teaching mainly focuses on two aspects, namely universality or specialization. The author believes that any single aspect of those two is not sufficient to meet the national requirements on college students' English ability, and the combination of universality and specialization is the effective solution to this problem. College students still need to enhance and train their basic language skills of "listening, speaking, reading, writing and translating". Due to the limitation of college English curriculum system, the training for students' basic English skills is often absent or insufficient, which directly leads to the lack of students' confidence in language learning and use, and thus holds back the progress of students' English learning. Meanwhile, college students should not only focus on basic language skills training in class, but also use it as a tool for them to acquire new knowledge and skills. College English should reflect the combination of students' major and English learning, so as to be more helpful to students' learning needs and development needs. Though for the restrictions of objective factors such as faculties, most college English will find it hard to realize the combination teaching of language and major knowledge. But in the long run, this is the future for college English. It is necessary for the education administrative department to start working on the training and building of teaching faculty in order to meet the requirements of future college English teaching.

Speaking of classroom teaching itself, the main course of college English is generally comprehensive English, which not only lacks the basic training of language skills, but also focuses on the traditional text analysis and interpretation. In other words, college English course is just another course on English text analysis. Students still just recite words and understand the text in class like before. With the seriously insufficient interaction and practical application, it is not surprising that many students don't have interest in learning English and can't find sense of fulfillment in the process. Such classroom teaching cannot meet the requirements for

basic language tool, let alone language education. The author thinks that, the whole teaching and education system of college English should contain the basic language skills training module in the early period and focus on the combination of English and major knowledge in the later period. It should reflect the students' language cultivation, strengthen students' professional competence and help students to study and spread professional knowledge with English. For more advanced students, they should be able to use English to correctly reflect and spread the voice of the country, strengthen international communication and enhance the international competitiveness of the industry. Apart from the improvement of profession of teachers themselves, various online courses, International open resources and the application of new technologies is all conducive to the realization of the new education and teaching objectives for college English. In addition, individual research direction of teachers, cooperative teaching and collective lesson preparation are all effective classroom teaching methods.

2.3 Rebuild effective classroom management

Effective classroom management is a necessary guarantee for effective classroom teaching. Many college students in the new era shows indifference to class rules and limited interest in learning and receive too much We chat messages. Yet, they have weak self-control, strong personalities and vulnerable heart at the same time. So, the traditional order-like and doctrinal classroom management could not meet the requirements of building effective classroom management and we need to explore effective methods in conformity with modern classroom teaching management based on new module of educational relations. Neither "strict control in class" nor "zero control in class" of teachers is effective method of classroom management. According to the psychological and learning characteristics of modern college students, harmonious teacher-student relation and "moderate" classroom management can maximize the classroom teaching. "Moderate" lies in the absolute authority of teachers over students and their ability to strictly and comprehensively regulates and control students' behaviors when necessary. "Moderate" also lies in giving students freedom and independence, stimulating students' awareness of of being active, critical and reflective. Teachers must always stay connected with consciousness of students and ensure students' participation throughout the whole class. With students' regular attendance and participation, teachers should also ensure the interaction, absorption, reflection and storage and transformation effect of knowledge in students' consciousness. The leading role of teachers in class must be demonstrated in the main subject of students. The classroom is not the stage for teachers alone, but one where teachers should interact with students, especially focusing on students' performance and setting courses for students' gain. Effective classroom management needs to ignore the influence of non-classroom factors and keep the management objectives and validity in the 45-minute class, so that students would feel tired, challenging and sense of gain instead of muddling through.

2.4 Rebuild the Question Input in Effective Classroom Teaching

Classroom interaction is an important evaluation for the quality of English class, and appropriate question from teachers is an important way for teachers to test whether students has acquired the knowledge and to motivate students' participation in class. However, effective question input in college English class has always been a concept. Although it has attracted much attention due to its important role in the building of effective classroom, question input has little effect for the lack of effective way to ask questions. This is mainly reflected in the situation where every question in class is answered by one student during which most students will stop thinking about the question and will not actively listen to the answers of the students who answer the questions, resulting in the situation that "one person answers the question and the rest of the class drift away". Moreover, due to the assessment of classroom interaction, many teachers interact for the sake of interaction. Many questions in class are simplified and superficial, and students can answer teachers' questions with just "yes" or "no". Although question is only a small part of the classroom teaching process, it has a fundamental impact on the connection and promotion of each part in the classroom. So effective questions should be appropriate, simple and profound in accordance with the content of textbook and teaching design. It should also adopt scientific teaching target in order to reach the overall goal of effective classroom building. Of course, asking improvised questions or warning questions is an important complement for class adjustion. In addition, the process of asking questions should be one that includes both the interaction between "teachers and students" and "students and students", in which we must work on the transformation from asking one student a question to engaging the whole class, and use the questions to inspire students and help them to learn. Teachers need to make appropriate comments and guidance. According to experiments, encouragement works better than criticism. It is a teaching strategy that tests teachers' teaching experiences and teaching reflection and requires continuous practices, reflection and improvement during the long-term education and teaching process.

2.5 Rebuild Effective Classroom Comments

The mandatory attendance and comments of peers are also a mutual "promotion" and "praise"; The current design for classroom evaluation system of foreign language courses in many universities is relatively complicated, which generally includes four major sections: leaders (experts) attending lectures, peer review, students' evaluation and self-evaluation. There are over ten evaluation indexes and observation points, but they fail to fully and truly reflect the quality of the class. As a result, teachers have instead scattered their attention on the quality of classroom teaching itself in order to meet the evaluation requirements. The attendance of leaders(experts) in class and peer review remain often formalistic, either to meet lectures attendance requirements or to promote and flatter each other, or worse still to fake lectures attendances. The disadvantages of student evaluation of teaching are more serious. The student evaluation typically accounts for larger proportion and serves as an important influence in the assessment of teachers. Therefore, in order to

better their assessment and improve their score, many teachers cater for or even bribe students, which make the students feel "excessive superiority" mentally, even becomes leverage in the bargaining with the teacher. The author believes that effective classroom evaluation should give priority to teachers' self-evaluation. As in the old evaluation system, it is difficult for leaders to comprehensively and fairly evaluate each teacher's classroom teaching in the face of numerous teachers, so evaluation is more based on the knowledge of the teacher; The mandatory attendance and comments of peers are also a mutual "promotion" and "praise"; Students' evaluation of teaching can objectively promote teaching to some extent, but the data is also inevitably polarized. The idea of "no harm to each other" is more popular, reflecting little difference among classroom teaching effect of different teachers. In the end, it becomes "chicken rib"(things of little value).he author believes that any college teacher has basic moral and professional standards. It would better motivate teachers' passion for education and strength the attention to classroom teaching and improve classroom teaching effect, if more autonomy and opportunity of reflection is given to teachers; self-improvement becomes the main evaluation method and influence of form evaluation on teachers' teaching development is reduced and the real progress of education and teaching level is set as the main goal, supplemented by leadership guidance and supervision, peer learning and evaluation, in-depth communication and discussion between teachers and students

2.6 Rebuild Effective Assignment Design

As an extension of effective classroom, effective assignment design is an effective guarantee to consolidate effective classroom teaching progress, expand students' learning and application ability, and an indispensable supplement to build complete effective classroom teaching. In the past, the assignment design did not draw enough attention from teachers and in-depth research was insufficient. Only when students bring up many problems, we were made to think about problems concerning assignments. For example, assignment seems to become one of the ways to show the superiority of teachers and "No homework" becomes an effective means for teachers to improve their popularity among students such as giving a few assignments, or asking students to complete exercises in the textbook the answer of which can be found online easily. As for learning effect, students' interest in assignment and other issues, most teachers never think about them. Moreover, reviewing the assignments becomes a burden to teachers and they cannot do it effectively. In the end, there's not much actual effect made. The author holds the view that the quantity, form and follow-up of assignment should be carefully designed and implemented to reflect the requirements of teaching, ability training and validity. The assignment should features openness, autonomy, innovation and application and can reflect students' capability in language and major application. It should also raise students' interest in doing assignment with focus on demonstration reporting, participation and cooperation. The overall design should not be over complicated but should fully demonstrate the education teaching requirements and teaching effect, as well as promote students' learning consciousness and

comprehensive ability. Teachers can pool their ideas and cooperate with each other, or they can collect students' opinions to jointly design and complete effective English assignment.

3. Conclusion

Effective classroom is the top priority of education and teaching activities, serving as a central part of realization of goals for education and teaching and improvement of the quality of personnel training. National and local authorities, colleges and teachers are all highly concerned about effective classroom building. The research results of many experts and scholars at home and abroad provide valuable theoretical support, experience guidance, confidence and motivation for this study. Based on the rewarding curriculum standard, this paper proposes a new teaching design and reflection, trying to further supplement the chain of effective classroom building, in the hope of provide some thoughts for English educators.

Acknowledgments

Reference

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