

# Effective Strategies to Improve English Teaching

Wenying Wang, Chaorun Zhou

*School of Foreign Languages of Yuxi Normal University, Yuxi, Yunnan, 653100, China*

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**Abstract:** Due to the differences between Chinese culture and English culture, English teaching should focus on the mobilization of students' initiative on learning rather than testing skills. Therefore, effective teaching methods should be applied to English teaching. On the basis of English classroom teaching, teachers should let students explore independently, improving teaching efficiency through independent reading and thinking, teacher-student interactions and other diversified teaching forms.

## 1 INTRODUCTION

Nowadays, English teaching in China emphasizes the cultivation of students' testing skills rather than its contacting feature. Such teaching method cannot help students get rid of book-hills fundamentally, because students' language application skills cannot be improved through classroom teaching. Therefore, teachers should pay attention to language features of English and adopt effective and scientific strategies in English classroom teaching. It is helpful to promote the quality of routine English classroom teaching and students' English comprehensive ability.

## 2 OUTLINE OF ENGLISH TEACHING AND TEACHING STRATEGIES

Currently, English is the most widely used language in the world. Since the reform and opening up in the last century, English has been the fundamental curriculum for China's school education. In the long process of China's English teaching practice, some new methods and precious experience have been explored and accumulated. But in China, English teaching adopts structuralism, the core of which is the skill-imparting of voice, vocabulary and grammar. According to structuralism, language is a closed teaching system, and its internal structure needs to be strengthened in the routine teaching process. This kind of teaching method artificially separates meaning and language form. English teaching practice shows that closed language system

can train students' answering skills in English examinations, especially for the comprehensive ability of testing skills. However, students who pass the examinations cannot truly master the functional roles of English. For example, they often have a comparatively comprehensive understanding on English grammar but ignore its practical function of communication, which results in some ambiguities in the communication process.

Given the current situation of English teaching and students' language application, students' English comprehensive ability needs to be enhanced as much as possible. In routine English teaching practice, appropriate teaching strategies and application function need to be explored and valued. In addition, English teaching should be student-centered and aimed at improving students' comprehensive foundation and language ability.

## 3 BASIC FRAME OF ENGLISH TEACHING EFFICIENCY

### 3.1 Explanation part of English classes

For English classroom teaching, the primary part is explanation. In the process of vocabulary explanation, teachers need to make students understand vocabularies in a concrete way, such as using pictures and actual materials. In the process of vocabulary understanding, students need to know the different meanings, avoiding ambiguities in the application. Therefore, teachers should try their best to explain vocabularies in a more concrete and comprehensive

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way. In grammar explanation, teachers should pay attention to links and differences between the new grammar and the prior grammar, making the process of explanations more stereoscopic through comparison. Different explanation and imparting methods, such as ideographic way and demonstration, are encouraged in teaching. These methods make it possible for students to acquire knowledge more directly in a multi-dimension level and ultimately stimulate students' interest in English learning.

### **3.2 Application and expansion parts in English teaching process**

After the completion of explanation part, it is important for teachers to encourage students to apply English to practice. After acquiring relevant language points, students need to retrospect and consolidate their knowledge. In traditional teaching mode, the reappearance of language points occurs in the classroom. Teachers present questions to students on the spot and make some comments on students' answers. However, this method needs to be refined to ensure the efficiency of teaching.

Actually, the mastery of language should be divided into two levels, manifesting whether students master language points accurately and fluently. Therefore, students should use language points accurately and fluently on both reading comprehension and language expression. However, some students can use the language accurately but not fluently. Therefore, teachers should guide students to learn in the teaching process. For example, they allow students to make mistakes and encourage them to overcome their own defects in language application.

In the teaching process, teachers should encourage students to expand their knowledge on language application, improving the accuracy and fluency of language application gradually. Therefore, some relevant tasks should be properly set, which allows students to find their language application problems when completing the tasks.

### **3.3 Inspections in the process of English teaching**

In English teaching process, inspections play a vital role. Through inspections, teachers can know how much students have learned. Especially, it is significant for teachers to know students' language level and make further teaching plans accordingly.

During inspections, teachers should pay attention to the pertinence and implement diversified explorations in the designing process. Teaching purposes

are often associated with a variety of properties. Thus, it is necessary to establish concrete assessment criteria on students' English ability, instead of mechanical language assessments. Then on the basis of the assessment criteria and language application, assessment methods should be set, scientifically measuring students' preference in language learning. Therefore, students should not be assessed by the final examinations and the core of the syllabus. Language ability assessments should be added in periodical English language assessments and inspections.

## **4 TEACHING STRATEGIES ON THE INTEGRATION AND EXPANSION OF ENGLISH CULTURE AND CHINESE CULTURE**

According to the actual situation of teaching, teachers should recognize and excavate the local culture, exploring the links between local culture and English culture. They should also be sensitive in English language and culture, allowing students to contact language and culture and acquire English more comprehensively.

### **4.1 Guidance on the differences of English culture and Chinese culture**

Any language and culture is an open system. To improve the efficiency of English teaching, teachers should update both English and Chinese language and culture systems timely. That is, teachers' knowledge base should keep up with the current trends of language and culture. Only when teachers equip with a good knowledge of English language and culture, can they distinguish the differences in the teaching process. Such discernment makes it possible for teachers to distinguish essences from English language and culture. With the comprehensive knowledge of English culture, teachers can better guide students to use English culture and express their viewpoints on local culture smoothly and accurately.

Furthermore, the meaning of local culture and differences between local culture and English culture should never be ignored in the process of English teaching. However, the fact is that differences cannot be valued, which makes some students fail to scientifically acquire the national

culture and solve contradictions of language and culture. Therefore, English teaching should focus on students' contradicting points. Teachers should impart knowledge of English language and culture from the perspective of Chinese culture and English culture, allowing students to better grasp English language and culture.

#### **4.2 Culture and language integration through penetration and creation**

When promoting the integration of Chinese culture and English culture, penetration should be used to avoid cultural indoctrination in the learning process of English culture. Teachers should be liberated from the traditional teaching methods and use comparative analysis to mobilize students to learn English language and culture. Students should learn and explore from different aspects in the learning process of English language and culture. Routine classroom teaching is important occasion to spread new knowledge. Teachers should take advantage of the convenience of routine classroom teaching and spread knowledge of English language and culture, thus stimulating students' interest in English.

Some schools create English application stages like English Corner, where students can apply what they have learned to practice. Making full use of English Corner can strengthen the efficiency of English learning and allow students to express themselves more fluently. Teachers should try their best to create possible conditions and mobilize students' interest in using English, thus making students get out of the restrictions gradually. In routine English teaching, teachers should provide rich material for English communication and avoid students' speechlessness in classes, helping them acquire more language application skills.

#### **4.3 Teaching strategies thinking on the perspective of thinking expansion**

English learning is a part of students' self-cognition, and English is an important expression means after self-cognition. Through English learning, students can better expand the breadth and depth of their thinking. In the teaching process, teachers should let students explore independently, allowing them to use the language more logically.

In routine English teaching, teachers should grasp students' initiative, encouraging them to explore actively and express viewpoints in English in different forms. Teachers can carry out such thought development of English teaching through

independent exploration, reading, etc. On this basis, teachers can purposefully guide students to summarize language points in each period of English teaching, especially for the difficult and important ones. It also helps students tease out a comprehensive knowledge structure through their own efforts. In English teaching process, language features should always be the focus. In the process of knowledge integration, students should make advantage of their initiative, especially on the application of writing methods and thinking mode.

Self-learning can better enhance students' language thinking skills. It is also important to optimize learning process and integrate teaching resources for the improvement of English teaching efficiency. Teachers can allow students to go deep into English articles, thus exploring authors' purposes and summarizing the knowledge of English language and culture. Finally, deep impression could be left in students' minds, helping them expand thinking and understanding on language and culture.

## **5 CONCLUSION**

Actually, language teaching is a kind of profound thinking activity, and the main purpose of which is to train students to use language in communicative activities. Language teaching contains many aspects including grammar, vocabularies, specific terms, etc., so does the affecting factors. Currently in China, schools of different education levels set English classes. But these schools adopt traditional teaching methods, emphasizing on the explanation of grammar and specific language structure. This method ignores the cultivation of English comprehensive ability, regarding language points as isolate islands in the sea of knowledge. Thus, students fail to acquire language application methods through language teaching, making it impossible to achieve the ultimate efficiency of English teaching. Therefore, more attention should be paid to the reform of English teaching, especially on how to mobilize students' initiative. More explorations should be implemented on teaching practice to guide students to grasp the differences of Western culture and Chinese culture, ultimately achieving the goal of smooth and accurate international communication.

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