



Analyzing the Efficiency of Online Education for Chinese Junior High School Students

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Abstract. Online education has been regarded as an important component to support and replenish offline education due to its low cost, cross-temporal, and cross-regional characteristics for a long time. Especially after the global Corona Virus Disease 2019 (COVID-19) outbreak, online education has played a pivotal role in education. However, due to the lack of systemic training and experience, the effect of online teaching is not ideal. Therefore, this paper puts forward the topic of online education and gives the corresponding solutions. This paper also has some implications for those who are interested in studying online teaching and strategies for second language acquisition.

Keywords: Online teaching · COVID-19 · Influencing factors · Second language teaching strategies

1 Introduction

During the fight against severe acute respiratory syndrome (SARS) in 2003, China has begun to actively explore and apply this new educational mode of online teaching [1]. It is an important measure for epidemic prevention and control on campus to transfer the traditional teaching mode to the online teaching mode, and also an effective means to avoid crowd gathering. However, due to the network technology, hardware equipment and school conditions at that time, the execution strength and effect of online teaching were weak, while the traditional offline campus teaching was still in a dominant position. During the epidemic, all kinds of course platforms are open to free courses offered by colleges and universities across the country, further providing more choices for front-line teachers. On the one hand, especially for video-on-demand courses, diversified platform courses not only reduce the work intensity of front-line teachers, but also reduce unnecessary network burden and repetitive labor.

However, there are many problems with online teaching. Some online courses have weak pertinence, lack of interactive links during teaching, complicated use of apps, computer web pages, and small programs, and easy interference from network and hardware [2]. This paper is aimed at improving the efficiency of online English teaching on the basis of actual teaching cases in China. The relevant data comes from the existing research and investigation of various universities. The epidemic has not been fundamentally contained after three years, and online education will continue to be the norm.

With the rapid development of modern Internet technology, online teaching technology has also been guaranteed. Koksai highlights that the combination of Internet and education provide people with more possibility to gain new knowledge, leading to online education has demonstrated significant growth over the last decade [3]. As a result, the advantages of online teaching are more obvious. Therefore, improving the efficiency of online teaching is something that must be solved. This paper also has implications for those who are interested in studying online teaching and second language acquisition strategies.

2 Literature Review

2.1 The Emergence of Online Interactions During COVID-19

COVID-19 (Coronavirus Disease 2019), stands for pneumonia caused by novel coronavirus 2019 infection. The COVID-19 is characterized by a wide and rapid spread, long duration and high incidence. Its main transmission routes are direct transmission, aerosol transmission and contact transmission, which disrupts educational method, scientific research, economy system, transportation, politics, diplomatic, and global health, thereby forcing people to adjust their lifestyle around the globe [4]. One of the most direct and effective means of prevention is to reduce close contact between people. The outbreak of COVID-19, which is recognized as a highly contagious disease, has greatly popularized the online teaching mode. According to the data provided by the United Nations Educational, Scientific and Cultural Organization (UNESCO), there were about 91.3% of students across the world have experienced school closures. Therefore, it was recommended that teachers have the necessity of continuing their teaching online [5]. China's Xinhuanet. Com reported that a mass of schools in China that have been closed due to COVID-19 will close for the rest of the school year, affecting 270 million students.

Online education has been regarded as a supplement to offline education due to its low cost, cross-temporal and cross-regional characteristics for a long time, especially in the wake of the global COVID-19 outbreak. Online education has played a pivotal role in maintaining 'social distance' to curb the spread of education. Online education has seen explosive growth. The number of online education users in China reached 423 million by March 2020, up 110.2% from the end of 2018, accounting for 46.8% of all Internet users. At the beginning of 2020, the opening of large, primary and secondary schools across the country was postponed, and 265 million students switched to online courses, fully releasing user needs and showing an explosive growth trend in online education applications, reported by China Internet Network Information Center (CNNIC). No matter whether schools or training institutions are pursuing the concept of "suspend classes but not stop studying through online classes".

2.2 The Current Problems of Online English Classes

The network information is large and rich in resources that people can learn a lot from these resources. Online teaching has become a major means of teaching at home and abroad during the epidemic. Yet, the effect of online education is far less than offline education.

On the one hand, it is difficult to supervise the teaching quality of students who are not serious in class due to the temptation of the Internet. The teaching effect cannot be effectively guaranteed. On account of there is no scene teaching, the teacher cannot regulate the students. If the students are lack of self-discipline when distracted, they play games, listen to music, read novels, chat online, and even leave the classroom in the middle of the class. The phenomenon mentioned above is common and hard to be stopped in time. Through online teaching, as students lack on-site guidance from teachers, and teachers are unable to find students' confusion and give guidance without delay, students are more likely to get confused and have worse learning outcomes.

In the meanwhile, the after-class feedback effect is rare. With the help of search software, students are effortless to perfunctory, plagiarize and complete online homework. Such after-class feedback doesn't really serve as a review. And teachers cannot timely find gaps in teaching to make adjustments through students' homework.

On the other hand, online classes have limitations in activities. Students are not enthusiastic in class, which is difficult for them to keep up with the teaching progress. Online teaching classroom learning atmosphere is insufficient. Online teaching cannot make a circuit in the classroom, while teachers cannot precisely master a student's study condition. There are less interactions between the teacher and students than in offline education.

Online education also has problems with monitoring students' classroom status. And the polarization of students' achievements is serious. The role of teachers has become a mere director. As teachers are mainly teaching online for the first time, the teacher has become the only one who keeps talking in the class. Most of the time it is only the teacher who imparts knowledge to students in the whole class, students are passively listening, even if the teacher speaks graphics, but students who look at the screen for a long time will produce tired psychology, thus reducing the teaching effect.

More seriously, online classes use computers, mobile phones and other devices as teaching platforms, which have a bad effect on vision health. Especially for middle school students, all subjects are taught online, which means students have to spend at least six hours learning in front of an electronic screen.

Based on the above contents, the need to improve the efficiency of online classrooms becomes more urgent. Thus, based on the familiar operation of computer equipment and online learning-related apps and the fluency of the network, this paper will formulate how to improve the efficiency of online teaching for Chinese junior high school students from the four aspects: students, parents, teachers, and environment. It also gives corresponding solutions to make online second language teaching more smoothly.

Shi and Du explore the interactive behavior characteristics of online learning and propose relevant methods to promote curriculum design and improve students' interactive state [6]. Through the analysis of this case concerning smart devices such as mobile phone online English teaching, Wang explores the college English online classroom under the information background effectiveness of implementation [7]. Cao explores the teaching modes of online multidimensional interactive English teaching and indicated that multidimensional interaction in online English courses under the assistance of media appeared effective [8].

There are many factors affecting online teaching, which mainly involve students, parents, teachers and the environment. First and foremost, for most students who take online classes at home, their willpower and motivation for learning are not strong [9]. Furthermore, without the constraints of the school and the supervision of teachers, their self-discipline is very poor, and their grades will decline rapidly. Students' grades are obviously polarized. Also, the vast majority of parents have little time to be concerned about their children's studies for that they are hectic with their work. As a consequence, their children's studies are neglected.

In terms of teachers, they do not pay attention to teaching innovation and interaction with students. The teaching content is boring, the teaching form is single, and the teaching time is long. The last point is about the environment. Students study online at home without face-to-face communication with teachers and students, which causes a weak learning atmosphere. In addition, the temptation around students is also everywhere, such as electronic products, various parties, and so forth. Therefore, what measures should we take to minimize the impact of these factors on online teaching? The following section will propose some strategies for improving these.

3 Strategies for Improving Online English Education

Here are some corresponding effective strategies to help online second language acquisition.

Primarily, online classes require students to open videos throughout the course, which allows teachers to monitor students' real learning status throughout the course and ensure students' learning efficiency [10]. Before class, students should correct their learning attitude, actively learn the teacher's preview materials, and prepare for class. In the class, students should actively participate in the teacher's teaching links, conscientiously study, and understand knowledge points. After class, students should seriously summarize, review, and actively complete the relevant homework, discussion, and so on.

Next, parents should firstly provide a fixed and quiet place for their child to study. Learning needs a quiet environment, so as to have a better learning efficiency. And then timely and appropriately urge and remind their children to learn. Parents should refer to the online teaching schedule, and combined with the requirements of the teacher, the child's work and rest time to draw up a plan with the kids to help the kids to develop regular study habits. The arrangement of learning time is particularly important for children's learning, what time to read and recite, what time to practice, what time to preview new lessons, what time to review old lessons, etc. Also, parents had better spend more time with their children in online learning.

Moreover, teachers should enrich the teaching content of the course and optimize the teaching design of the course [9]. Teachers should make interesting and diverse forms of classes and link the content of teaching materials with students' life experiences. In the preparation for online teaching, teachers are supposed to attach great importance to the input amount of learning in class, strive to be less but better, and stress the core knowledge of teaching content. Teachers should design essential autonomous learning tasks with one or two learning tasks for each lesson. The class design should be based on the crucial knowledge of the teaching content; the expression ought to be concise

and clear, and the learning path should have specific arrangements. Lesson preparation should also consider the interaction between teachers and students. Teachers teaching language design should have a sense of dialogue, and avoid long monologue, which leaves sufficient time for students to think; Teachers should also consider the use of homework communication links for interactive communication, which can stimulate students' learning enthusiasm. For example, there are encouraged to set up situations for students to play roles.

Online teaching should concentrate on the learning process of students and strengthen the learning guidance of students in various ways. It can collect academic information by means of individual communication and homework evaluation. Through the form of a learning task list, teachers have the responsibility to guide students to take the task of learning teacher teaching video, to promote communication and interaction among students through online class activities. Furthermore, teachers can also demonstrate with charts, illustrations, images, props, and simple strokes, so as to stimulate students' interest, increase students' classroom participation and highlight the characteristics of online teaching [11].

Simultaneously, the course adopts a combination of live broadcasting and video broadcasting, benefiting students to watch and understand the course content repeatedly. Teachers can add online Question & Answer links during webcasts [12]. Teachers may encourage students to think actively and answer questions online by adding classroom performance scores. Teachers should also provide more learning resources on relevant platforms to satisfy students' needs after class. Certainly, homework and feedback are also essential.

In addition, schools should also adjust teaching arrangements and set online teaching hours scientifically as too much knowledge content or homework may lead to children's rejection of online education, low learning efficiency and poor effect.

Last but not least, strive to create an environment contributing to learning. For one thing, students should strive to overcome their desires, be strict with themselves, and make rational use of electronic products. For another, students can mutually agree to open videos and start learning at the same time, enabling them to supervise and encourage each other and keep learning patiently. Additionally, parents should also read more books at home to set an example for children and create a strong learning atmosphere.

4 Conclusion

The way teachers and students attend online classes has contributed to the victory of epidemic prevention and control. This online teaching is unprecedented in terms of the number of participants, the scope of the course, and the scale of the activity. The epidemic has promoted the development of online education in China, which will constantly produce new problems, bring new exploration, and provide new thinking and challenges to the traditional teaching model. At present, the epidemic has not been eliminated, and colleges and universities across the country have not resumed offline opening. However, this paper argues that with the joint efforts of teachers and students, people will surely win the battle against the epidemic in the education system.

In summary, although the online classes alleviated some teaching predicaments during the global epidemic, several challenges are following. This paper almost analyses

the reasons affecting online teaching in all aspects and gives some strategies, but online teaching is still difficult to mature in a short time, and education development needs to rely on the joint efforts of all parties. So how to promote online second language teaching is still a heated topic in the education field. Online teaching is still difficult to mature in a short time, and education development needs to rely on the joint efforts of all parties. So how to promote online second language teaching is still a heated topic in the education field.

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