
| RESEARCH ARTICLE

Exploration of Classroom Productivity in English and American Literature Classroom Teaching

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| ABSTRACT

This paper aims to analyze the classroom productivity in English and American literature classroom teaching. With an emphasis on evaluating the effectiveness of teaching methodologies, classroom management strategies, and curriculum design, this study seeks to understand the approaches improve the English and American classroom teaching and the factors that contribute to improve the class productivity of the literature teaching, including student engagement, motivation, and learning outcomes in literature classrooms. The findings and results of this study can provide valuable insights for educators and policymakers to enhance classroom productivity in literature education.

| KEYWORDS

Classroom productivity, English and American literature, classroom teaching

| ARTICLE INFORMATION

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1. INTRODUCTION

English and American literature classroom teaching is a critical component of language arts education. However, the analysis of classroom productivity in these subject areas remains relatively unexplored despite its potential to enhance teaching practices and improve student outcomes. Understanding the factors that contribute to productive learning environments in English and American literature classrooms is essential for educators to design effective instructional strategies and optimize student engagement and academic performance. British and American literature is an important part of language education, and appreciating British and American literature is an important cognitive and aesthetic activity. (Wenyi, 2018). This study aims to bridge this gap in research by examining the analysis of classroom productivity in English and American literature classroom teaching.

The analysis of classroom productivity in English and American literature classroom teaching is a topic of significant interest and importance in the field of education. It aims to explore and understand the factors that contribute to effective teaching and learning in these specific contexts. By examining the various aspects of productivity within the classroom, researchers seek to identify strategies and practices that can optimize student engagement, academic performance, and overall classroom effectiveness.

English and American literature classrooms provide a unique setting for studying productivity due to their emphasis on language skills, critical thinking, and literary analysis. The purpose of literature course is to cultivate students' ability to read, appreciate, and understand the original works of English literature, master the basic knowledge and methods of literary criticism, improve students' basic language skills and humanistic quality through reading and analyzing British and American literary

works, and enhance students' understanding of western literature and culture. (Li, 2017) These classrooms often involve interactive discussions, close reading of texts, and creative interpretation. As such, examining productivity in these specific subject areas offers valuable insights into instructional approaches, classroom dynamics, and student outcomes.

The paper is conducted through multiple lenses and frameworks. It encompasses a wide range of factors, including teacher-student interactions, instructional strategies, student engagement, collaboration, and assessments. By investigating these variables, researchers aim to deepen our understanding of how to create productive learning environments and foster positive academic outcomes.

In short, the analysis of classroom productivity in English and American literature classroom teaching is a vital area of research in the field of education. Studying the factors that influence productivity in these specific subject areas contributes to the development of effective teaching practices, enhances student engagement and academic outcomes, and promotes overall educational improvement. By exploring this topic academically, educators and researchers can advance our understanding of how to create productive and enriching learning environments in English and American literature classrooms.

2. LITERATURE REVIEW

The international research on this subject has achieved fruitful results. Yun Tao (2020) argued that "It emphasizes mobilizing students coordinating operation of 'hearing, vision and other sensory operations work together by means of the use of pictures, network screenshots, movies, videos, sounds and other resources in classroom teaching to deepen students' impressions of writers and their works, strengthen the meaning of original works, and dispel the boredom and obsession in understanding of literary works brought by a single text mode, thereby improving the classroom Teaching effect" in *Exploration of Multimodal English and American Literature Teaching Based on Computer Network*. Binfeng Chen (2022) studied the role of literary maps in British and American literature in order to improve students' ability to study British and American literature and promote the development of teaching. This paper mainly uses the experimental method and the investigation method to analyze this in detail and get a concrete result. The data shows that literary maps play a certain role in structure, positioning, and empathy.

Guiyu Dai, Yang Liu and Shanmeng Cui (2018) reached the findings of the research as follows: students who use the WeChat public account based mobile learning mode can perform better in acquiring knowledge and passing examinations than non-users; students' mobile learning habits find a good basis for their acceptance of the new WeChat learning mode; most students respond to the new WeChat learning mode with a positive attitude, and universities can introduce this mode into the course design. It is hoped that WeChat mobile learning will efficiently activate students' learning potentials and promote English and American literature teaching innovation.

Jariya Sairattanain and Thiwaporn Thawarom (2022) proposed a possible way to integrate cultural knowledge into English teaching by using children literature in *English Children Literature for Exploring Immigrant Identity in a Language Classroom* which also presents an alternative method for researchers to investigate personal identity by using a character from literature as a case study. Hui Zhang and Fang Zuo (2022) argued that As a new generation of technical means, cloud computing can realize the unified management and scheduling of distributed and heterogeneous resources and provide a new development direction for promoting the coconstruction and sharing of the British and American literature digital teaching platforms in higher vocational colleges and truly realizing national learning and lifelong learning.

Barbara Cortat Simoneli and Kyria Rebeca Finardi (2020) conclude that the views found in the story may be representative of many hegemonic, prejudiced views of cultures and languages found in pedagogical practices around the world and as such contribute to the critical reflection on the role of English literature and teacher's beliefs as well as the power of critical analysis based on Literature to aid intercultural encounters/meeting the Other. Yun Deng (2021) draws the conclusion that multimedia technology has been widely applied to the British and American education mode. Education technology in British and American literature which plays a crucial role in education reform, the application of multimedia teaching, makes the British and American literature course more vivid more effective. Zhou Jianxin (2022) found that topic-centered interactive small class teaching achieves the best teaching effect. At the same time, surveys and investigations conducted by the author of this paper on the teaching of general education courses of humanities at the South China University of Technology demonstrate that interactive small class teaching taught by teachers with professor titles achieves optimal teaching effect.

3. METHODOLOGY

To conduct a comprehensive analysis of classroom productivity, researchers employ a variety of research methodologies and approaches, such as surveys, assessments, and statistical analyses, as well as qualitative methods like classroom observations, interviews, and analysis of student work. By using a combination of methods, researchers can capture both the quantitative and qualitative aspects of classroom productivity, providing a more holistic understanding of the phenomenon.

This study will employ a mixed-methods approach to analyze classroom productivity in English and American literature classroom teaching.

Classroom Observations: Direct observations of classroom teaching will be conducted to capture the dynamics of teacher-student interactions, instructional strategies, and student engagement. These observations will provide qualitative insights into classroom productivity.

Interviews: In-depth interviews with teachers will be conducted to gain a deeper understanding of their perspectives on classroom productivity and their instructional practices in English and American literature classrooms.

Student Work Analysis: Student work, including assignments, projects, and assessments, will be analyzed to assess the relationship between assessments and classroom productivity.

Data collected from surveys, observations, interviews, and student work analysis will be analyzed using qualitative and quantitative methods. Statistical analysis techniques will be employed to identify patterns and correlations, while thematic analysis will be used to extract themes and insights from the qualitative data. The findings from the data analysis will contribute to the development of recommendations and guidelines for enhancing classroom productivity in English and American literature classroom teaching.

4. FINDINGS AND RESULTS

4.1 EXAMINATION OF FACTORS CONTRIBUTING TO CLASSROOM PRODUCTIVITY

Classroom productivity is a crucial aspect of effective teaching and learning in English and American literature courses. It aims to examine the key factors that contribute to classroom productivity in literature education. By understanding and implementing these factors, educators can create an engaging and productive learning environment that enhances students' comprehension and appreciation of the literature.

A positive teacher-student relationship plays a significant role in classroom productivity. Whether students have these abilities depends largely on the quality of teaching materials used in literature courses and the teaching effect on teachers and students. (Li, 2017) When students feel comfortable, respected, and supported by their literature teacher, they are more likely to actively participate and engage with the subject matter. Building rapport, providing encouragement, and demonstrating genuine interest in students' learning experiences foster a conducive environment where students feel motivated to actively contribute to class discussions, ask questions, and seek clarification.

Clear communication and setting expectations are vital for optimizing classroom productivity. Teachers should articulate their objectives, academic standards, and learning outcomes to students at the beginning of the course. By providing a clear roadmap for the semester, students have a better understanding of what is expected of them, enabling them to prioritize their efforts to meet those expectations. Additionally, effective communication ensures that students comprehend the instructions, assignments, and feedback given, reducing confusion and enhancing overall productivity.

Employing a variety of instructional strategies in English and American literature teaching can enhance classroom productivity. Utilizing diverse methods such as lectures, discussions, group activities, multimedia resources, and interactive technology promotes active engagement among students. Incorporating different learning styles accommodates the diverse needs and preferences of students, enabling them to connect with the literature in multiple ways. This approach fosters enthusiasm, critical thinking, and creativity, leading to increased productivity in the classroom.

Regular assessment and constructive feedback are crucial factors in promoting classroom productivity. Periodic quizzes, exams, essays, or class presentations help students monitor their progress, identify areas for improvement, and reinforce their understanding of the literature. Providing timely and constructive feedback on students' work not only guides their learning process but also motivates them to strive for excellence. Effective feedback acknowledges strengths, offers specific suggestions for improvement, and encourages students' intellectual growth, thus enhancing productivity in literature education.

Active classroom participation is a key factor in fostering productivity in literature teaching. Encouraging students to actively contribute to discussions, share their interpretations, ask questions, and engage in critical thinking promotes a dynamic learning environment. Teachers can achieve this by creating a safe and inclusive atmosphere where students feel confident expressing their thoughts and opinions. By valuing every student's input, teachers cultivate a culture of active learning and intellectual exchange that fuels productivity in the literature classroom.

4.2 FACTORS AFFECTING THE CALSSROOM PRODUCTIVITY OF ENGLISH AND AMERICAN LITERATURE TEACHING

The effective teaching of English and American literature requires a comprehensive understanding of the impact of teaching methodologies, classroom management strategies, and curriculum design on student engagement, motivation, and learning outcomes. British and American literature courses also exist in terms of teaching content, methods and means. (Chen et al, 2021) It aims to discuss how these factors influence student involvement and achievement in literature education. By analyzing and implementing appropriate approaches in these areas, educators can create an enriching learning environment that enhances students' engagement, motivation, and overall learning outcomes.

Teaching methodologies play a crucial role in engaging students and facilitating their understanding of English and American literature. Reading of foreign literature is particularly inadequate.(Sun Yu, 2019) The choice and implementation of instructional approaches significantly impact student engagement and motivation. For instance, incorporating student-centered approaches, such as project-based learning, cooperative learning, and inquiry-based methods, allows students to actively participate in their learning process. These methodologies encourage critical thinking, collaboration, and problem-solving, which can result in heightened engagement and improved learning outcomes in literature education.

Effective classroom management strategies are essential for maintaining a conducive learning environment in English and American literature teaching. A well-managed classroom cultivates a sense of order, respect, and discipline, enhancing student engagement and motivation. Implementing strategies such as establishing clear rules and expectations, utilizing positive reinforcement, fostering a safe and inclusive classroom culture, and managing transitions effectively creates a supportive learning atmosphere. When students feel secure and valued, they are more likely to be engaged, motivated, and willing to actively participate in literature lessons.

The design of the literature curriculum plays a vital role in shaping student engagement, motivation, and learning outcomes. A curriculum that is comprehensive, relevant, and culturally diverse caters to the interests and needs of students, promoting engagement and fostering intrinsic motivation. Incorporating a variety of literary genres, diverse authors, and multimedia resources can make the curriculum more appealing and relatable to students. Additionally, aligning the curriculum with clear learning objectives and incorporating opportunities for student choice and autonomy cultivates a sense of ownership in their learning process, enhancing motivation and overall learning outcomes.

Integrating technology appropriately can significantly impact student engagement and learning outcomes in English and American literature teaching. Utilizing digital tools, online resources, and multimedia platforms can enhance the accessibility, interactivity, and relevance of literature lessons. The participation of designers and students, the organization of classroom activities and resources, and the consolidation and development of teaching (online and offline), interaction, communication, and after-school education points. (Liu et al, 2016) For instance, incorporating video presentations, virtual field trips, online discussions, and interactive learning applications can create immersive and dynamic learning experiences. Technology integration can also provide opportunities for differentiated instruction, collaboration, and personalized learning, catering to the diverse needs and learning styles of students, ultimately improving engagement, motivation, and learning outcomes.

Effective assessment practices and timely feedback contribute to student engagement, motivation, and learning outcomes in literature education. Employing a variety of assessment methods, such as formative assessments, projects, presentations, and reflective assignments, allows students to demonstrate their understanding of the literature through different modalities. Providing constructive feedback that highlights strengths, suggests areas for improvement, and offers guidance supports students' learning and encourages their progress. A comprehensive assessment and feedback system that values students' growth and fosters a growth mindset can foster student engagement, intrinsic motivation, and improved learning outcomes.

It is necessary for teachers to optimize and reform the existing teaching mode of British and American literature, make full use of modern educational technology and network multimedia, update teaching contents, improve teaching efficiency, and cultivate students to master effective learning methods. (Campbell, 2016) Teaching methodologies, classroom management strategies, and curriculum design significantly impact student engagement, motivation, and learning outcomes in English and American literature teaching. Incorporating student-centered approaches, implementing effective classroom management strategies, designing a comprehensive and culturally diverse curriculum, integrating technology appropriately, and establishing robust assessment and feedback practices create a positive and stimulating learning environment. By prioritizing student engagement, motivation, and learning outcomes, educators can foster a deep appreciation and understanding of English and American literature among their students, preparing them for academic success and lifelong appreciation of literature.

4.3 PRACTICAL STRATEGIES FOR IMPROVING CLASSROOM PRODUCTIVITY

Classroom productivity is crucial for optimizing student learning outcomes in English and American literature teaching. It aims to outline practical strategies that educators can employ to enhance classroom productivity. By implementing these strategies, teachers can create an efficient and effective learning environment that fosters student engagement, motivation, and academic success.

Setting clear expectations from the beginning is essential for improving classroom productivity. Clearly communicate behavioral and academic expectations to students, including rules, procedures, and responsibilities. Create a positive and inclusive classroom culture where all students feel valued and purposeful. When expectations are understood, students are more likely to act responsibly, engage in learning activities, and contribute to a productive classroom environment.

Effective time management is crucial for maximizing productivity in the classroom. Implement strategies such as creating a daily or weekly schedule, allocating specific time slots for different activities, and ensuring smooth transitions between tasks. Use timers or visual cues to keep students aware of time allocations for different activities. By managing time efficiently, teachers can ensure that important topics are covered, minimize wasted time, and maintain a productive learning environment.

Adopting differentiated instruction strategies is instrumental in catering to the diverse needs and abilities of students in English and American literature teaching. Identify students' individual strengths, interests, and learning styles, and provide varied instructional approaches, materials, and resources accordingly. Differentiated instruction promotes engagement, motivation, and active participation by offering personalized learning experiences. Adjusting the complexity, pace, and content of instruction based on students' needs can enhance productivity and achievement in the classroom.

Incorporating active learning strategies fosters student engagement and improves classroom productivity. It's necessary to do a large number of classic reading in improving students' professional quality and humanistic qualities to do the following. (Yang, 2019) Encourage students to actively participate in discussions, debates, and collaborative activities related to English and American literature. Implement techniques such as think-pair-share, group work, and hands-on projects. These strategies promote critical thinking, problem-solving skills, and effective communication. Active learning keeps students actively involved, deepens their understanding of literature, and enhances their overall productivity.

Regular and timely feedback is crucial for guiding students' progress and improving productivity in English and American literature teaching. Provide verbal and written feedback that is specific, constructive, and targeted toward individual student needs. Acknowledge student achievements and offer suggestions for improvement. Additionally, encourage students to self-assess their work and set goals for themselves. Feedback and self-reflection contribute to increased motivation, engagement, and productivity in the classroom.

Integrating appropriate technology tools can enhance classroom productivity in English and American literature teaching. Use platforms such as online discussion boards, educational apps, and digital resources to facilitate collaborative learning, promote independent research, and enhance student engagement. Utilize assessment management systems to streamline grading and provide instant feedback to students. By leveraging technology effectively, teachers can create interactive and efficient learning experiences that optimize productivity.

Creating a positive classroom climate is vital for productivity in English and American literature teaching. Promote a supportive, respectful, and inclusive classroom environment where students feel safe to express their thoughts and share their ideas. Encourage positive behavior by emphasizing mutual respect, empathy, and active listening. Establish a sense of community and promote collaboration among students. When students feel valued and comfortable, they are more likely to actively participate, engage in discussions, and contribute to a productive learning environment.

By implementing practical strategies such as establishing clear expectations, employing time management techniques, differentiating instruction, utilizing active learning strategies, providing prompt feedback, leveraging technology tools, and fostering a positive classroom climate, educators can significantly improve classroom productivity in English and American literature teaching. These strategies enhance student engagement, motivation, and learning outcomes, while creating an environment that maximizes students' potential for academic success. By prioritizing productivity, educators contribute to a rewarding and enriching literature education experience for their students.

5. CONCLUSION

The analysis of classroom productivity in English and American literature classroom teaching has yielded significant insights into the factors influencing instructional effectiveness and student engagement. Through this study, key findings have emerged that shed light on the strategies and approaches that can enhance productivity in these specific educational settings.

First and foremost, teacher-student interaction has been identified as a vital component of a productive literature classroom. Actively fostering discussions, providing personalized feedback, and engaging students in meaningful ways contribute to improved comprehension, critical thinking, and overall engagement. Educators should prioritize cultivating an environment that encourages open dialogue and supportive teacher-student relationships. Additionally, the utilization of various student engagement strategies has proven to be essential in driving classroom productivity. Implementing activities that promote interaction, collaborative learning, and the use of multimedia resources fosters student participation, facilitates deeper understanding, and increases motivation. Teachers should employ a range of approaches tailored to different learning styles to create an inclusive and dynamic learning environment.

The integration of technology has shown promise in enhancing literature classroom productivity. The inclusion of online resources, interactive platforms, and multimedia tools offers opportunities for interactive learning, research, and collaborative work. Policymakers and educators should embrace these technological resources and provide the necessary support and training to maximize their potential benefits in literature instruction. Formative assessment practices have also been found to play a significant role in improving classroom productivity. Regular and timely feedback, as well as self-assessment opportunities, enable educators to monitor student progress and adjust teaching strategies accordingly. By implementing effective formative assessment techniques, teachers can refine their instructional practices and provide targeted support to students.

Furthermore, the analysis emphasizes the importance of differentiated instruction in literature classrooms. Recognizing and addressing the diverse learning needs and abilities of students promotes engagement and productivity. By adapting instructional materials, methods, and assessments, educators can better accommodate individual students' strengths, challenges, and interests. Creating a positive and inclusive classroom environment is crucial for maximizing productivity in literature teaching. Celebrating diversity, fostering respectful interactions, and promoting a sense of belonging all contribute to student motivation and engagement. Educators should strive to cultivate a classroom culture that values and respects the unique perspectives and experiences of all students.

Finally, the selection of literature plays a significant role in shaping classroom productivity. Diverse and culturally relevant texts enhance student interest, engagement, and understanding. Curriculum developers and educators should prioritize the inclusion of texts that reflect various perspectives, time periods, and genres, fostering meaningful discussions and connections with students.

In conclusion, the analysis of classroom productivity in English and American literature classroom teaching provides valuable insights for educators and policymakers. By prioritizing teacher-student interaction, employing diverse engagement strategies, integrating technology effectively, implementing formative assessment practices, differentiating instruction, creating inclusive classroom environments, and carefully selecting literature, educators can optimize productivity and promote a rich and meaningful learning experience in literature education.

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