Application Strategy of Participatory Teaching Mode in College English Teaching

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Abstract

This paper proposes the application strategy of participatory teaching mode in the college English teaching. In our country's university English teaching, it uses the translation law. This law mainly teaches English grammar elementary knowledge and mother tongue English translates the method mutually. The teacher attends class with the mother tongue does not need English to carry on the explanation as the classroom instruction quite is easy to grasp. The direct method requests the teacher to teach with the skillful English, does not have to use the mother tongue but because the student hearing level is irregular. Cognitive theory believes that the process of language learning is the process of combining old and new knowledge, and language ability from the theoretical knowledge into the application of automatic process. Therefore, we make the integration of the mentioned items and propose our novel teaching paradigm which is effective.

Keywords: Application Strategy, Participatory Teaching, Mode, College English.

Introduction

In recent years, foreign language teaching mode and the selection of teaching materials have a great breakthrough, more focused on the classroom between teachers and students, the interaction between students. How should the teachers organize classroom teaching to make better use of these teaching resources? How to understand and create a reasonable teaching environment, with the use of more optimized teaching methods? These have become the most concerned about today's foreign language teachers. Language environment is a Chinese environment in our country, does not have the language environment of English teaching in addition to the English class in the university to use English, the other most courses taught in Chinese. Therefore, our country's college English teaching is language teaching, instead of second language teaching. In our country's university English teaching, it uses the translation law. This law mainly teaches English grammar elementary knowledge and mother tongue English translates the method mutually. The teacher attends class with the mother tongue does not need English to carry on the explanation as the classroom instruction quite is easy to grasp. The direct method requests the teacher to teach with the skillful English, does not have to use the mother tongue. But because the student hearing level is irregular, this method always uses in our country not universally. The scene teaching method is by the spoken language primarily and its originality is the sentence pattern drill must carry on in the scene. The audio-lingual method bases on the structural linguistics and the behavior psychology principle, the emphasis language

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study first is one good custom. The latter two teaching methods, the university which had in our country once accepted the experiment site, but has not carried out. Therefore, the reform on the teaching methods is necessary.

Communicative English teaching method sets tends to language teaching as a communication, but also for the communication of various teaching methods of the culmination of the various. The study of semantics, speech act theory, sociolinguistics and psycholinguistics is related to the emergence of communicative law. In addition to the main communicative views of linguistic function and semantic concept, communicative approach also absorbs the research results of discourse analysis and the study of the form of connection and the connection of meaning, to explore the sentence above the language structure provides a useful inspiration. Chomsky's language proficiency view has been questioned for years, but social linguist Hymes suggests that Chomsky's definition of competence should be seen as the ability of "language system competence" to use abstract language systems. This is only one aspect of the so-called "communicative competence" in the broad sense of general language competence. "Communicative competence" includes the ability to use language to achieve the purpose of some communication in a rich and varied social environment, which is very close to Chomsky's language representation. Based on this, the figure one shows the participatory teaching mode framework and in the later sections, we will discuss these issues in detail.

![Diagram](image)

**Figure 1. The Participatory Teaching Mode Framework.**

**The Proposed Methodology**

**English Teaching Method.** Starts from the elementary school, very many students on already started to contact English this discipline. But no matter how the time is changes, English teaches the way still very tradition. This traditional English teaching method divides into the two major parts: Word explanation and grammar analysis. But because teaches classes the teacher often to stress English glossary to accumulate pays great attention to English the practicality, causes the entire hall class in English to sound likely is English specialized translation class, incomparably dull. What is more, some college teachers follow the high school teaching methods, so that each classmate read an English, translation of the English. This traditional English teaching method
must be reformed, and the real purpose of the reform is to enable students to stimulate English learning ability, and in the practice which is well used. For dealing with this challenge, we propose the stratification and scenario teaching as the sample. Situational teaching method from 1930s to 60s and was born in the United Kingdom and the mouth is called the grammar, 50s renamed after the situation, in late 70s by the introduction of China, known as the Chinese foreign language circles. English study is for exchanges well with the human, English teacher provides the more exchange opportunity in line with such goal for the student. Because in the traditional classroom, English teacher is unable to provide very many opportunities and the student face-to-face English exchange. Therefore created the student to study English the fervor not to be high and now with the aid of the scene teaching method, unifies the scene teaching method merit and English teaching, not only like this may enhance university student's English enthusiasm, moreover also conforms to the present stage higher education teaching goal.

- Action-oriented teaching is based on "action-oriented drive" as the main form, and give full play to student's main body role in the teaching process and teachers' leading role to pay attention to the students to analyze problems, problem-solving ability, from a complete core given task in hand, by guiding students to complete the task, so as to realize the teaching goal.

- Provide students with a lively and interesting teaching class. And even can be illustrated with the theme, so that students understand the unit knowledge points more profound. According to the different teaching content, the teacher does not affect their own teaching under the premise of preparing some props, so that several students learn to use props into the scene.

- To some extent, a situational teaching method is testing a teacher's ability of organization. This division of cooperation of scene teaching methods to break the traditional English teaching mode for public. It is a good way to guide students to integrate theory with practice, to better to learn English approaches.

The realization of the hierarchical teaching method is inseparable from the cooperation between students, hierarchical manifestations can be grouped, so that the students on the classification of the classification of the psychological impact of students. Each group should choose a student with a good score and a strong interest in English learning and this will not only help teachers master the rhythm of the classroom, but also provide a corresponding example for each group to create a good learning atmosphere. (1) On the teacher's assessment, due to the development of different levels of the students for teaching methods, assessment methods have changed, so the teacher's assessment, it is necessary to find this teaching style of students on the important role of training. (2) Evaluation of student achievement, thanks to be based on students' ability of teaching methods, so the assessment should be based on the ability, at the time of test, in order to cooperate with this method, the teacher must be able to do in the test form to student's encouragement to pay and certainly in the score, to stimulate the enthusiasm of the students.
**The Participatory Teaching Mode.** Cognitive theory believe that the process of language learning is the process of combining old and new knowledge, and language ability from the theoretical knowledge into the application of automatic process, and the combination and transformation must be through the practice of the learners themselves. Therefore, the effect of English class teaching to a large extent depends on the students' subjective initiative and participation.

The main body participation validity manifests in the percentage participating and the general development two aspects. The percentage participating namely has how many students to participate in the teaching activity in the great degree, is the part participation or all participation that is the passive participation or participation on own initiative is the superficial form the participation or in-depth, the substantive participation. The development is refers to under the different percentage participating to participate in the activity the function which develops to the student. The percentage participating is the main body participation valid process condition description. The development is the main body participation valid result description.

- **Positive experience.** This is the emotional characteristics of effective subject involvement. Effective subject involvement must be accompanied by a positive emotional experience that expressed in a strong interest in learning activities with positive and upset, to overcome the difficulties of a good attitude.

- **Active construction.** This is subject to participate in effective cognitive characteristics, is one of the performance of main body participation in depth. Main body participation not just on the external behavior on the initiative, more show the inherent thinking on initiative, namely, take the initiative to construct their own knowledge and ability system, rather than blindly pursue the classroom lively.

- **Self-evaluation and reflection.** This is a meta-cognitive feature that is effectively involved. Self-evaluation and reflection is the full expression of the basic development of the main consciousness is the participants of their own learning methods with the cognitive methods, understanding, learning and other aspects of self-awareness, self-evaluation, self-monitoring.
Further Suggestions on the English Teaching. At present, China's college English teaching mode and teaching method of diversification depends on the diversity of teaching aid. On the way of the college English teaching development, English teaching auxiliary tool innovation, increasingly enriched. Teaching assistant tools market is for teaching aid R&D unprecedented money and energy, changing teaching tools, in the form of improving the quality of teaching assistant tools to use.

Textbook writing must show the latest and most authoritative English linguistics theory and the theory of English teaching and college English teaching has always been, throughout the authenticity, and the writing of the textbook should advocate times and typical representative and humanism, always walk in the forefront of social development, but also in the depth and breadth of content, on the basis of English language learning is communicative task that causes the student to obtain the knowledge and ability of communication. In addition, the writing of the English teaching materials and students' learning rule, give attention to two or more things attaches great importance to cultivate students' autonomous learning ability, indirectly, to help students through English teaching materials to form good habits of English learning, to raise their quality of learning. With rise and development of sociology, cultural linguistics, pragmatics and intercultural communication and other disciplines, language educators, cultural communicators and foreign language educators on the relationship between language and culture gradually deepen, The importance of teaching in the dissemination of culture is constantly affirmed, and cultural education is an essential important part of foreign language teaching. Thus, the generation and development of China's English variant is within the scope of this kind of the English cultural background in China has been applied, and by the national culture integration, assimilation and form of the English variants. But this variant is language variant, it is different country such as the United States English, Australian English, Indian English variant types of English. Because, round and round in the country, English has its political position, while China is in a specific environment to use. Therefore "China English" is defined as "used in China mainland, based on the standard English and English with Chinese characteristics"
Conclusion

This paper proposes the application strategy of participatory teaching mode in the college English teaching. The construction principle teaching view has the very good model function as the educational psychology newest theory to our country university English teaching and the innovation talented person's raise. Enhances the student in the emphasis to synthesize basic quality today, the utilization construction principle study theory instruction English teaching, to the student independent learning capability, the radiation power of thought and the innovation ability raise has certain guiding sense. Students should not only learn English in order to pass the exams, but also to be able to and communicate with people who speak English as a native language. With the deepening of the reform and opening up, the transportation is convenient, the diversification of the communication methods, students come into contact with English as their native language more and more opportunities for people, they think the desire to communicate in English more urgently. Most of the higher vocational students in high school have mastered the basic grammar knowledge in English, and to grasp the usage of a certain vocabulary, idioms, they are more eager to learn the target language culture in the college. Under this basis, this paper’s idea is novel and interesting, and in the future, we will then propose new ideas to apply the proposed model.

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