Research Article

Application and Innovation of the "Guidance-Learning-Interaction" Teaching Mode in College English Teaching

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Abstract

As the universal language of the world, English has played an increasingly important role in the communication process between China and other countries around the world. However, the classroom teaching of English in colleges and universities in China has many problems, which are affecting the teaching effect of English in colleges and universities, such as the content of English teaching is too abstract, the teaching activities are relatively simple, and the classroom activities are dominated by teachers. Therefore, this paper combines the "guidance-learning-interaction" teaching mode to study its influence on the teaching effect of college English during the process of English classroom teaching in colleges and universities in China. This paper first briefly summarizes the significance of the research, the current situation, methods, ideas and related core concepts of the "guidance-learning-interaction" teaching, second, it studies the operating procedures and teaching strategies of college English teaching activities under the "guidance-learning-interaction" teaching mode; at last, it takes the teaching of New Horizon College English Volume 2 as an example to analyze the "guidance-learning-interaction" teaching. The results show that the "guidance-learning-interaction" teaching mode in college English teaching activities can help improve students' academic performance and cultivate students' inquiry spirit and cooperation consciousness. We hope this study can provide supports and references for effectively improving college students' abilities in English listening, speaking, reading and writing.

Keywords

Guidance-Learning-Interaction • Teaching Mode • College English Teaching • Application Innovation

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Since China joined the WTO and the global economic integration, as an international language, English has become more and more important. All walks of life in society also require the English level of college graduates to meet certain conditions. Therefore, only having a strong ability in English reading is far from meeting social requirements. However, in the classroom teaching of college English, teachers still equate English teaching with the teaching of other courses, they teach the rules of English grammars in a spoon-feeding way and give grammatical analysis of difficult sentences, while students have to passively accept the doctrines fed by teachers in the classroom, and they have few practical opportunities in relevant language environment (Martel, Derenne & Chan, 2015). Therefore, this paper combines the teaching theory of "guidance-learning-interaction" to study its influence on the teaching effect of college English in the process of classroom teaching in China.

There are many domestic researches on the "guidance-learning-interaction" teaching mode. By summarizing these studies, we can find that these studies can be roughly divided into two aspects. On the one hand, starting from the basic concept of the "guidance-learning-interaction" teaching mode, the evaluation of the teaching classroom is studied from the perspectives of teaching resources, teaching evaluation mechanism and teaching effects, it describes how to effectively reflect the joint participation of teachers and students of the "guidance-learning-interaction" in the activities of teachers and students, and it uses "guidance" to promote "learning". On the other hand, guided by teaching cases, targeting on the specific questions appeared in the process of teaching implementation, the teaching mode of "guidance-learning-interaction" is proposed to strengthen the teaching effect and improve students' learning abilities (Song & Bai, 2018). However, these studies still do not have a comprehensive understanding of the "guidance-learning-interaction" teaching mode, and there are few studies on the application of the "guidance-learning-interaction" teaching mode in the college English teaching.

Based on this, this paper first briefly summarizes the significance of the research, the current situation, methods, ideas and related core concepts of the "guidance-learning-interaction" teaching, secondly, it studies the operating procedures and teaching strategies of college English teaching activities under the "guidance-learning-interaction" teaching mode; at last, it takes the teaching of New Horizon College English Volume 2 as an example to analyze the "guidance-learning-interaction" teaching. The results show that the "guidance-learning-interaction" teaching mode in college English teaching activities can help improve students' academic performance and cultivate students' inquiry spirit and cooperation consciousness. We hope this study can provide supports and references for effectively improving college students' abilities in English listening, speaking, reading and writing.

Methods, ideas and related core concepts of "Guidance-Learning-Interaction" teaching

The "guidance-learning-interaction" teaching mode proposed in 2011 has referred to the Basic Education Reform Outline, it takes the college new curriculum standards as the benchmark, the college classroom teaching as the main venue, and it's featured by "combining guidance with learning, interactive and explorative". This new teaching mode combines the experience of advanced foreign teaching modes with the merits of previous

teaching activities. The concept is "change teaching into guidance, use guidance to promote learning, combine learning with thinking, and guidance-learning interaction" (Song, 2016). The specific diagram of this mode is shown in Figure 1.

The research on the "guidance-learning interaction" teaching mode is divided into four stages: outline guidance, cooperative interaction, guided induction and outreach training. The research foundation of the "guidance-learning interaction" teaching mode mainly involves constructivist learning theory, humanistic learning theory, cooperative learning theory, multiple intelligence theory, and inquiry-based learning theory, etc. (Wang, 2016). Of course, the "guidance-learning interaction" teaching mode still regards cooperative learning, group discussion and communication, teacher-student exchanges as the focus, so that every student can participate in learning and have opportunities to express themselves, thereby cultivating college students' abilities in various aspects (Yin, 2015).
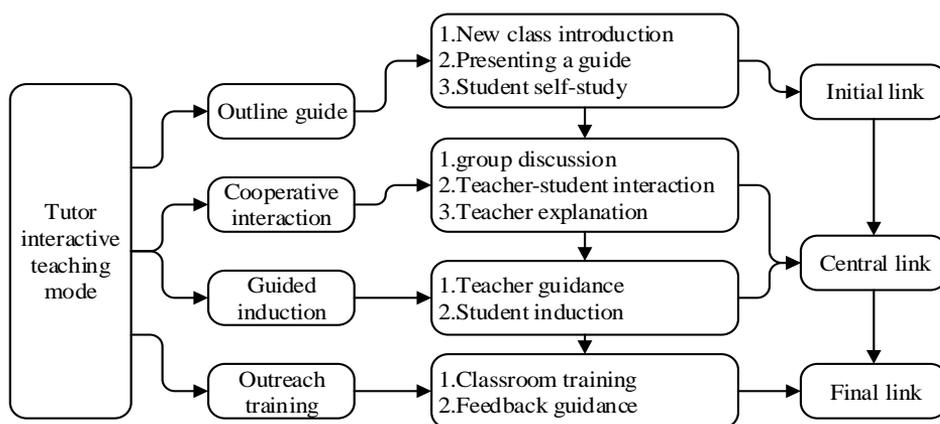

Figure 1. Schematic diagram of the "guidance-learning interaction" teaching mode.

Implementation of "Guidance-Learning-Interaction" teaching mode in college English teaching

Preparation of "guidance learning" teaching plan of college English under the "guidance-learning-interaction" teaching mode

Before the beginning of each lesson, teachers can carefully prepare lessons (including individual and group preparation) according to the basic theory of "guidance-learning-interaction" teaching, and write related content for the teaching plan. First of all, college English teachers need to be clear about the differences between the "guidance learning" teaching plan and the traditional teaching plan. The "guidance learning" teaching plan stands on the student's point of view, considers how students should learn and how to learn better, expresses the learning content and interaction scenarios of students in a written form, and prepares the teaching plans around the students' learning content and learning methods. When preparing the teaching plans, we must follow the four principles: the dominant position of students, face-to-all, inspirational guidance and innovation (Chen,

2016). In the design of the teaching plans of introducing new lessons, college English teachers should know that the main purpose of the teaching plan design is to stimulate students' enthusiasm for learning and encourage them to think deeply. Teachers should design English questions and scenario dialogues according to the overall English knowledge level and life experiences of the students in the class.

Specific implementation steps of the "guidance-learning-interaction" teaching mode in college English teaching

As mentioned above, the specific implementation steps of the "guidance-learning-interaction" teaching mode in college English teaching are mainly divided into four steps: outline guidance, cooperative interaction, guided induction and outreach training (Hao & Yin, 2015). Combining with the teaching of college English, the steps are described as follows:

Outline guidance This step is the starting point of college English teaching, teachers can select appropriate guidance materials (such as English political events, interesting questions and answers) according to the content characteristics of this lesson, also, they can create question scenarios, stimulate students' learning through proper audio and video files, and make students prepare the content of the course according to the outline before the class.

Cooperative interaction In this step, the methods of teacher-student interaction and student-student interaction mainly involve group activities, partner activities and individual learning, etc. Group activities can promote the output of students' language and improve their oral English levels. Group activities are generally composed of 3-5 people. Reducing the number of people can help each student to practice better, and with the help of teachers, they can better master the skills in the process of English language communication. In partner activities, students supervise each other to learn English, so the selection of members is quite important. Teachers can arrange members for partner activities according to the learning characteristics and personality of the students. The members supervise each other's daily English conversation exercises and scenario oral communication to promote English learning (Qian, 2016).

Individual independence This step is suitable for students in the classroom teaching process and for students who study alone. Regardless in the class or after the class, students can independently review the content of the relevant courses, learn the audio materials of the course content and read related texts, as well as understand the difficult sentences, etc.

Teaching examples of the implementation of "guidance-learning-interaction" teaching mode in college English teaching

The content of this section uses the article Section A Marriage Across Nations in the College English textbook New Horizon College English Volume 2 to conduct specific operations of the "guidance-learning-interaction" teaching.

Outline guidance in stage of outline guidance, teacher introduces the subject content of the unit through the outline. By playing slides of related pictures, the teacher introduces relevant background information to the students, and then introduces the English topic of the unit: Marriage Across Nations. Subsequently, the students are guided to discuss issues related to the topic, and they are divided into groups of 3-5 people, and each group discusses the following questions:

Think about it, what are the main difficulties in the actual operation of transnational marriage?

Through the information obtained and the information provided in the text, what do you think are the advantages and disadvantages of cross-border marriage?

The teacher gives each group five minutes for the group discussion. After the discussion, each group selects a representative to answer the above three questions in English, and other team members can make appropriate supplements. After discussion, the teacher summarizes the questions and he/she may continue to ask: "Would you give us any example of the cultural differences in our daily life?" The teacher also needs to interact with the students to participate in the discussion and help them to combine the knowledge they already acquired with the new English expressions.

Cooperative interaction, text reading comprehension: The main purpose here is to integrate English listening and speaking, and also to train students' language output and input. When playing audio materials to the students, the teacher can stimulate students' hearing, and can remind students to take relevant notes during the listening process, that is, to complete the language input content of the students. After the audio playing is finished, the teacher can ask students to repeat the information they have heard, and ask the following questions:

What kind of information about Mark can be harvested by the students through the contents of the recording?

When Gael and his family studied their wedding process, how did Gail's family talk about it?

For the answers to these questions, the teacher can ask the students to find relevant results in the text, and through the cooperation between the teacher and students, namely the interaction, to extend the two questions, such as "Why did her mother say that?" The teacher also needs to give feedback to the questions answered by students, such as affirm students' answers by commenting "well done". Through the listening and reading of the questions and the texts, students can greatly improve their English language input and output. Finally, the teacher explains and summarizes the important words, sentence patterns, grammar and other knowledge points in the text. Of course, students also need to practice English translation, for example, as mentioned in the textbook: "To start with I must admit that at first I harbored reservation about a mixed marriage, prejudices you might even call them", in this sentence, students have translated the "a mixed marriage" into "混合婚姻". At this point, the teacher needs to point out the error: "From this content, the two characters are from different countries, which means that a mixed marriage refers to a marriage consisting of two people from different countries", so "a mixed marriage" should be translated into "异族通婚". Teachers and students constantly correct language input and output under the "guidance-learning-interaction", which can better promote the practicality of input and output.

Teacher arranges independent learning tasks This step is the step of completing individual independence. The central idea of the illustrated text is the transnational marriage. Therefore, when performing "guidance-learning-interaction" teaching, teachers can extend the topic of class discussion to foreign festivals, historical connotations and other aspects of differences. The teacher guides students to conduct deep reading to better understand the subject of the text. In addition, the teacher can also ask the students to write an article after reading the text, or perform scenario performance simulation, so that teachers and students can jointly test the learning results under the teaching mode of "guidance-learning-interaction".

Teaching Experiments and Experiment Results Analysis

Experiment subjects and methods

The subjects of this study are students from two classes of 2018 education majors in Northeast Normal University. The number of students in each class is 25 and 31 respectively. The two classes of students were divided into the experimental group and the control group. The experimental group (25 people) chose the "guidance-learning-interaction" teaching mode for college English teaching, and the control group (31 people) chose the traditional English teaching mode for college English teaching. The entire experiment lasted for one semester. This study adopts questionnaires, English proficiency tests, results analysis, semester interviews, and other methods that combine qualitative and quantitative analysis to conduct experimental research and result analysis.

Experiment design

The curriculum of this study was set to three English courses per week and one writing session every two weeks. The variables involved include independent variables (learning and application of "guidance-learning-interaction" teaching), dependent variables (students' English level, writing ability, cooperative learning ability) and irrelevant variables (two classes of students are taught by the same teacher, their class hours, textbooks, and homework are the same) (Li, 2016).

Experiment content and scoring standards

Taking the teaching of writing session as an example, based on the Teaching Requirements in the College English textbook New Horizon College English Volume 2, the requirements for college English writing level are: according to the content of the topic, a student should be able to write a short essay of no less than 120 words within 30 minutes, the essay should have a clear central idea, and the grammar and sentences should be correct. After one semester of English study, at the beginning of the semester and at the end of the semester, students were asked to write an essay about a topic within limited time, respectively. The essays written by the students of the control group and the experimental group were scored and rated by two teachers.

Analysis and discussion of experimental research results

After the experiment, the results of the experimental group and the control group were analyzed by SPSS 22.0 statistical software. The statistical analysis of the experimental group and the control group before and after the experiment is shown in Table 1.

Table 1
Statistical Analysis Results of the Experimental Group and the Control Group before and after the Experiment

	Group	N	Mean	Std.Deviation	P
Before the experiment	Test group	25	12.96	3.011	0.09
	Control group	31	11.57	2.293	
After the experiment	Test group	25	19.32	1.945	0.01
	Control group	31	12.11	2.003	

From the results of Table 1 we can know that, for the experimental group and the control group, before the experiment, P=0.09>0.05, indicating that there was no significant difference in the writing skills of students between the experimental group and the control group, and subsequent related experiments could be performed. For the experimental group and the control group, after the experiment, P=0.01<0.05, indicating that the students of the experimental group and the control group had significant differences in writing scores after the experiment, that is, the experimental group's college English writing scores were significantly higher than the control group.

Table 2
Test Results of Paired Samples before and after the Experiment in the Experimental Class

Group	N	Mean	Std.Deviation	Error Mean
Experimental class before testing	25	11.67	3.192	0.342
Experimental class after testing	25	17.29	2.034	0.203
Experimental class before and after testing	N	Correlation	Sig.	
	25	0.783	0.000	

It can be seen from Table 2 that the coefficient of variation of the two higher variables is 0.783, which is close to 0.8, and the significance level is Sig.=0.000<0.05. The results show that under the condition of a significance level of 0.000, there is an obvious linear relationship between the two variables of the experimental group.

The experimental group and the control group were tested for one semester, after analyzing the experimental data, the results showed that, the "guidance-learning-interaction" teaching is feasible and operable in college English teaching. Through "guidance-learning-interaction" teaching, students' interest in learning English is stimulated, and the students' cooperative and interdependent learning abilities are cultivated, and meanwhile, their English level is also improved.

Conclusion

Through the experimental results and analysis of the "guidance-learning-interaction" teaching, we can get the following enlightenment:

(1) Applying "guidance-learning-interaction" teaching in college English classroom can help improve students' academic achievement and cultivate their inquiry spirit and cooperation awareness. The "guidance-learning-interaction" teaching is feasible. "Guidance-learning-interaction" teaching can help students build positive learning emotions and self-learning skills, and it lays a foundation for the long-term development of students.

(2) Applying the teaching method of "guidance-learning-interaction" into the college English class and summing up the response of students in time is conducive to the professional development of students. Through the interdependent learning of "guidance-learning-interaction" teaching, on the one hand, it can improve the efficiency of students' cooperation; on the other hand, it can also expand students' abilities in learning communication.

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