

2014

BioTechnology

An Indian Journal

FULL PAPER

BTAIJ, 10(9), 2014 [4187-4192]

Research on the practice of diversification of English teaching models based on single-chip project

Yanxia Wang
Beijing Polytechnic, (CHINA)
E-mail : wyxgohere@163.com

ABSTRACT

A new round of English teaching reform is aimed at constructing new mode of teaching, which is centered on enhancing foreign language comprehensive application ability of students. The diversification of English teaching model is the development tendency of English teaching. As the main entry point of personal training mode of education, it is now positively promoting the major reform of educational field in China. At the same time, single-chip project type teaching has broken the traditional knowledge system. Based on constructivism, situation theory and pragmatic theory and centered on work task, single-chip project selects and organizes course content. And finish of work task is its main learning style. This paper listed one teaching case and imitated the job fair one by one, and elaborated the construction of diversification of English teaching model from the perspective of project teaching.

KEYWORDS

Project learning; English teaching; Diversification; Comprehensive ability.



INTRODUCTION

In the traditional English teaching, students were always in a passive accepted status in class, and they could not actively participate in the whole teaching activity. Little wood once pointed out: “learning motivation refers to whether learners will set about to finish a task, and it is the key deciding force of how much energy they put into and how long they hold out on this task.” However, nowadays, most of courses cannot motivate the resonance of students. This makes students feel that they are not the figure in the conversation practice. Students' interest in learning is greatly reduced. The fundamental objective of English teaching is to cultivate students' comprehensive ability of English application. However, to a great extent, our English is in high-mark and low-ability condition, and we cannot conduct normal English communication. Teaching and learning of college English are fell into the embarrassment plight of time-consuming and low-efficiency.

With the reform of education, the center of education shifted from teacher to student. Traditional teaching model was replaced by “project type”, “task type”^[1-2] and “hands-on activity”, and they were centered on student. In various teaching methods that are emerged at the right moment, project type teaching method is an all the mode and effective method. It is a teaching activity that teachers and students participate jointly, and its final aim is to enhance student's comprehensive ability and employment competence. Teachers are to set up the name, main content and achievement exhibition of the project, while students are responsible for the implementer steps of the project, such as collecting materials, discussing schemes, evaluating methods, etc. At present, there are many research achievements about task-based teaching, hierarchical teaching, etc, while very few researches on project teaching. Considering that project teaching can enhance students' learning interest, promote students' learning initiative, and improve students' learning, practical and comprehensive ability, thus project teaching is the educational orientation of English reform^[4].

This paper will introduce the features of project teaching, and elaborate how it improves students' interest and their participation. At the same time, specific practical operation cases will be used to establish the diversified project teaching model.

CONSTRUCTIVISM THEORISE

The construction of any model needs certain theoretical basis. The construction of project diversified English teaching model is based on the guidance of constructivist teaching idea, and it is served as the intermediary agent of theory converts into practical experience. On the one hand, practice is abstracted as theory; on the other hand, practice is guided based on theory. Constructivism is kind of philosophical view that is arisen as the introspection, query, criticism and check and balance of objectivism. It maps to the teaching field, and then the teaching philosophical view or teaching idea of constructivism is produced^[5]. However, the diversification of the model stresses the teaching environment, such as teacher-student interaction class, student-student interaction “community”, student-machine interaction “on line”, etc. It requires centering on students, opening up various interaction pathways and connecting with four elements^[6], namely “situation”, “cooperation”, “conversation” and “sense-making”. Thus the interactive language teaching mode is constructed with the carrier of “students and teacher-students and machines-students and students” learning environment.

PROJECT TEACHING BASED ON DIVERSIFICATION AND ITS MAIN FEATURES

Project-based English teaching combined with diversification

Diversified English teaching is the talent training model that closely integrate course learning content with student's interest based on the aim of training student's comprehensive vocational ability and the strategy of diversified teaching, such as object design diversification, course lead-in mode diversification, etc^[7].

Project-based teaching stresses that project acted as the mainline throughout teaching. Knowledge is decomposed to the project with clear objective. Then according to the theme of the project, students go deep into the related fields or the real life and complete the project in groups by asking, analyzing and solving questions^[8]. In the process of finishing project English course, student's basic abilities can be improved, such as their oral English, writing, organization, communication, group cooperation, etc. As for teachers, they need to have professional comprehensive abilities, organizing ability, control ability and encouraging ability.

Main features of diversified English project education

Currently, diversified English teaching increasingly stresses its practicability, and different real scenes are set in virtual to attract student's attention. Ability training and ability exercise are throughout the project English teaching. Its own features are mainly shown as follows:

1. Create real scene and highlight partialness. The understanding, expression and realization of the function of linguistic meaning all rely on the detailed demonstration of context. The theme of project is associated with the real world, which makes student's learning more targeted and practical.

2. Motivate the autonomy of student. When students realize that the task of study is directly or indirectly related to their interests and objectives, and the task is with difficulty control, then their learning motivations and the development of creative abilities will be promoted at the greatest extent.

3. Open learning environment. Constructivism theory considers that during the interaction process with surroundings, individual will gradually construct his cognition of the outer world, thus his own cognitive structure can be enriched and developed. Centered on the way and method and exhibition explored in this project, students all highlight that they are the theme of cognition and the active constructor of knowledge, which greatly stimulate their learning motivation. Project teaching means to provide chances for students to communicate with real verbal communication object, and to consciously cognize and organize thought to solve practical task.

4. Features of its evaluation: evaluation of project teaching pays attention to the process of student capability development in project activities, including usual test, final test, self evaluation, etc, and these are the evaluation method of diversification. The content of evaluation includes their performance in various links of activities and the quality of their works, of which, task package is the main reference frame of evaluation.

LIVING EXAMPLES OF TEACHING

Project-based teaching under diversified model is a good remedy for broadening the content of learning, tightly connecting the correlativity of knowledge point, enhancing the application ability of language, improving the comprehensive abilities of students, etc.

Mock Interviews

(1) Course training objectives

Capability goal: through learning of this course, students can introduce themselves in oral English or in written form and make their own resumes in English; they can conduct simple keynote speech in English; they can recommend themselves and conduct effective communication; at the same time, they can realize the problems that should paid attention to in job fairs in future.

Knowledge goal: students can master the basic specialized vocabulary and grammar that are related to recruitment and needed by classroom task; they can communicate in oral English and recommend themselves in an appropriate way.

Diathesis developing goal: student's independent learning capability can be enhanced. They can search the information related to project, carry out cooperation between groups, and carry forward team spirit. They can finish the task together under work environment or social environment, thus to enhance self-recommend ability and professional ability.

(2) Teaching Concept

Based on reality, diversified project teaching breaks the traditional curriculum concept of “a textbook” of general and recomposes the content of courses. It makes the real scene show in front of the students and makes it as the main body of teaching. Student’s interest in learning is attracted by progressive methods, such as by making full use of school resources, combining the diversified channel provided by network resources and by updating teaching materials. It pays attention to the study of knowledge and the excise of professional skills as well as the mastery of language.

(3) Teaching Scheme

The main program of project teaching activities is as follows: determination of project theme-training of Language skill-discussion-determination of subject and show form of team work-Collection and processing of information materials-manufacture of production-exhibition-evaluation.

Several steps are needed for implementing the project of mock Interviews. The first step is the examination and weigh before task, that is, the selection of the project. Before project introduction, teachers should understand the aim and difficulty of this project, whether it is related to practical problems, and whether it can attract students’ interests. If the project is too difficult, then it will blow students’ enthusiasm and increase students' frustration. However, if the project is too easy, then it will make students feel bored. They cannot learn knowledge from it. Then their learning motivation will be weakened. Therefore, teachers need to as themselves several questions while designing the project: whether the project can attract students’ interests? Whether it can strengthen students’ confidences? Whether it is related to students’ learning motivation and demand? What students will learn after finishing the project? And whether they can feel a sense of achievement from it?

The second step is project introduction. In this stage, teachers should let student know what they need to do to finish this project. The form of mock interviews is on-site recruiting with two way selection mode. At the same time of project undertaken, students are divided into several study groups. Classroom activities and the correction of homework after class are in the unit of group. In the scene of recruit, one member is selected from each group on behalf of one company as recruiter, such as China mobile, Huawei, etc. At the same time, the other members acted as the applicant by turns to apply for jobs in the company of other groups. The recruit pattern is carried out and through segments like written examination, interview, etc, the recruit members are finally determined by each group. After the two sides reach an agreement, letter of intent for work is signed (teachers will be given a certain reward). After the project introduction, the group leader of each project will be firstly voted (multiple projects maybe appeared during one semester, so each student has the chance of acting as group leader to preside over the project). Then in the unit of group, the company or enterprise that they want to on behalf of will be selected, and it will be announced in advance to class. The recruit members of other groups can do query and understanding on interested company, thus to prepare for application. At the same time, all the members of each group also need to cooperate to do recruit advertise video for their presented company, formulate interview strategies, etc, which makes an in advance preparation for the scene that they will face in future. At the same time, it exercises the group cooperation ability and interview skills among students.

The third step is project schedule formulation. Teachers and students discuss together and decide the specific time of recruiting and other related issues.

The fourth step is project implementation. After exchange and communication between students and teacher and the decision of relevant time, the beginning of the simulated recruitment is announced by teacher, and then each group will go to stage by turns to introduce company information, play advertising video, etc. After each group finishes his introduction, location will be selected for recruiting. Students begin to introduce themselves, ask and answer questions, or conduct discussions, simulate the process of recruitment, and finally draw the conclusion.

The fifth step is reflection. Group members that have finished task share their gain and lose in project progress, knowledge that they have obtained from project and work they have done in group. And all of the above can provide reference for teachers on the evaluation of individual behavior of each group member.

The sixth step is the evaluation of project implementation. Give rewards to students who have hiring intention in each group. At the same time, pick out the best group and individual by voting.

The module practices of the above project are mainly in oral English conversation with certain practice of reading, writing and translating. Through oral practice among students, students can achieve effective communication, master language skills and complete the relevant content of the project.

EVALUATION OF THE COURSE

Evaluation of the effectiveness of project teaching is an important segment in project teaching method. Its evaluation should pay more attention to the process of capability development in project activities. And its content includes student’s behavior in the activities of each segment and their working quality. Evaluation criterion is designed according to the form of the project. Students’ school record is evaluated objectively and fairly.

TABLE :1 The assessment criteria of diversified project English teaching

Assessment items	Score	Content and requirement of assessment	Standard for evaluation
Assessment at ordinary times	20	1. Learning attitude, organizational discipline 2. Ability of problem analysis and solution 3. Situation of task complement on time	Finish task on time, seriously observe discipline (20); basically finish task, better observe discipline (15); cannot finish task on time, poorer discipline (10)
Assessment of practice	50	1. Behavior in recruitment, proficiency of spoken English 2. Ways of self-recommendation and innovation ability 3. Design and formula of self resume 4. Ability in the problem analysis and solution in recruitment 5. Cooperation ability among groups	Proficient oral English, novel resume, strong group consciousness, and serious problem analysis and solution (40-50); good oral English, novel resume, strong group consciousness (30-40); basically finish task, general performance (20-30);cannot finish task on time, poorer discipline (lower than 20)
Defence	20	Complete Status of training content, mainly the assessment of the expression situation in training, the accuracy of oral English in question answering and complete Status of recruitment result	Accuracy and presentation skills of oral English occupies 10 points, recruitment results is 10 points, scores is reduced according to the accuracy of problem expression and problem answering
Training report	10	1. The quality of the project completion 2. Proposal of suggestion improve 3. Enhancement of other skills	After recruitment, do self evaluation in group, conduce self gain and lose. scores is reduced according to the quality of project and related problems

In the method of evaluation, absolute evaluation is used in flexible way, which mainly evaluate whether students can reach the aim and requirement. The student’s progress in project is paid attention to, which is benefit to the cultivation of student’s vocational ability, practical ability and innovation ability. Whether the student’s project result is qualified is judged by evaluation criteria. At the same time, it is necessary to pay attention to whether the evaluation criteria are in accord with effective evaluation^[9]. Defence is conducted in the form of group, and examination result of each student is finally drawn by teacher. In the evaluation, teachers should point out problems and guide students to find out the problem solution. Teachers also need to summarize the characteristics of each group, and guide them to learn from each other, thus to improve student’s various abilities.

CONCLUSIONS

To sum up, diversified project English teaching is an effective teaching method of the implementation of quality-oriented education. Student’s experience in the whole process is the learning situation of

authentic meaning. Under various project of finding, analyzing and solving problems, students finish a series of problems. Comprehensive utilization of knowledge that they have learned and through self search, cognition, communication and summary, there have achieved the cognition of knowledge and the sublimation of utilization. At the same time, it is also a challenge to teachers. In order to successfully carry out project learning in practice, teachers have to consider various factors, such as practical relevance of project, student's interest and whether team cooperation ability can be trained. All in all, project teaching can effectively cultivate student's ability of communication in English, mobilize their learning interest, and motivate their participation in English learning, thus to effectively promote the improvement of students' comprehensive quality. This teaching mode should be vigorously promoted and used.

REFERENCES

- [1] Y.Liu; Experiencing Foreign Languages: Theory and Practice, Beijing: Higher Education Press, **162**, (2012).
- [2] Q.Li; Construction of the Diversity of College English Teaching Task Teaching Mode, Journal of Anshan University of Science and Technology, **36(2)**, 197-199 (2013).
- [3] M.F.Chen, X.Huang, J.Y.Guo; The Comparative Analysis of the Typical Models on Teaching University Physics According the Students Level, Journal of Wuhan University of Science and Engineering, **23(4)**, 44-47 (2010).
- [4] S.H.Lei; Research on the Courses Project Teaching Reform of Higher Vocational Public English, Journal of Jinan Vocational and Technical College, **2**, (2012).
- [5] X.Z.Si; Poly-interaction College English Teaching Model-A Constructionist Perspective, Foreign Language Research, **1**, 110-112 (2011).
- [6] H.J.Ban; Discussion on Diversified Teaching Mode of Middle School Chinese, Science & Technology Information, 660-661 (2010).
- [7] L.P.Zhang; The Necessity and Strategies of Diversified Teaching, Chinese Business (first half of the month), **202**, 285-286 (2010).
- [8] X.C.Song; Exploration of Project Teaching about Single Chip Course, Journal of Shandong Water Polytechnic Professional School, **4**, 19-21 (2010).
- [9] X.D.Hao; Project Learning-Effective Method to Inspire the Learning Motivation of College English Students, Youth Literator, 94-95 (2013).