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The application of open teaching mode in English creation of college students

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ABSTRACT

Open teaching mode has already been proved to be a new effective teaching mode. In this paper, we firstly discussed the connotation of open teaching mode, and we think this mode is a constantly evolving system which observes the principle of integrating theory and practice. Then we investigated English learners in a college and analyzed statistically the application effect of open teaching mode in college English teaching. The results showed that open teaching mode can encourage mutual communication between students and teachers, and is conducive to students' active learning and innovative learning. This paper is a reference to research methodology and conclusion of college English teachers, English learners and other researchers.

KEYWORDS

Open teaching mode; Universities and colleges; English teaching; English creation.



INTRODUCTION

Teaching mode has determinative effect on teaching results. College students are more mature in psychology and behavior, and have stronger request of independent behavior and independent thought. And English is a tool subject for communication more than an intellectual subject. Therefore, we should respect the principles of English course in college English teaching. On one hand, we should conform to students' features, on the other hand we should follow the essential law of the course. Teaching staff have carried on lots of explorations about English teaching mode and proposed many teaching modes and ideas tested by practice, among which the most influential one is the open teaching mode. The so-called open teaching mode can be realized by many means and through many paths, but it has just one core idea: the relationship between teachers and students is not a one-way teaching and learning relationship but a two-way relationship in which knowledge can flow to each other and teaching and learning are interactive. Then, the paper discussed the connotation and application results of the open teaching mode. We wish this discussion can help college teaching staff, English learners and other researchers interested in English.

CONNOTATION OF THE OPEN TEACHING MODE

Open teaching mode derives from humanism teaching theory model created by Cohn (R.C.Cohn) in 1969 ---- the title-centred "class discussion mode" and "open class mode"; and also comes from the constructionism teaching mode created by Spiro in 1992 ---- the "random access instruction" and "situated instruction". All these teaching theory modes emphasize: learning is the internal representation constructed by learner and teacher acts as "activator" and "midwife" of ideas. In open teaching mode, teaching and learning are in one system exchanging energy (knowledge, techniques and information etc.) with external environment. So we can consider the open teaching mode as an open system with constant evolution, theory integrated with practice and a relatively steady center.

Open teaching mode is a constantly evolving system

A system must exchange energy with external environment if it wants to keep steady for a long term and constant evolution. As a social system, open teaching mode must exchange energy with external environment. According to the systematics principle, factors in a system are not always steady or "harmonious", on the contrary, they rise and fall with the change of environment and interconnection among them. In order to make manager clear of expansion and contraction in the system and control them, there must be corresponding restraint mechanism in the system. Only in this way, the system can evolve and guarantee its continuity. What is the mechanism? Many people may think it's a list of dos and don'ts decided by the manager from the perspective of traditional sociology. But from the systematology perspective, it is actually opening. Because only by opening, the negative energy in the system can be diluted by external positive energy entering the system. At the same time, the external negative energy can stimulate the system to improve. So it is clear that opening is an important factor for system improvement. And teaching system and external environment of the open teaching mode are "exchanging energy" constantly, which generates system evolution and promotes the goal attainment and update.

Open teaching mode is the practice of theory

Theory and practice should always be unified. But because of special history and social factors, traditional teaching mode failed to integrate theory well with practice. While in the open teaching mode, the belief is that teaching is a process of passing on the experience, knowledge and techniques extracted from practice to learners by certain means and forms. Therefore, in spite of its relative independence, theory class must realize the integration of theory and practice through the exchange and feedback between subject and object, subject and practice, object and practice.

In open teaching mode, subject and object are open to each other. As a theory knowledge exporter, teacher not only needs to pass his knowledge to students but needs to share the learning method, means, techniques and obstacles with students. While students should in turn tell teachers about their own learning demands, learning methods, confusions and attainment experience. During this process, both teachers and students can effectively exchange information about learning object, learning goal and learning behaviors so as to realize knowledge and experience exchanges in teaching process in a unified way. As well, information exchanges also exist between subject (teachers and students) and environment (practice), subject and object (English knowledge and techniques). They promote mutually and react upon one another. So it is obvious that open teaching mode pursues the integration of theory and practice essentially. In this mode, theory cannot be divorced from practice, and in case of divorce, the mode has special security ways and means.

Open teaching mode has center but not closed

Some scholars and teachers argue that open teaching mode would result in a lack of teaching center, undisciplined teaching team and irreversible negative influence to students' growth. In order to preclude some people's misunderstanding of open teaching mode, this paper will illuminate: open teaching mode does have a center but not closed. Traditional teaching mode revolves around the teacher or text book or class, showing a lot of problems in teaching practice such as thinking inertia developed by passive acceptance of the knowledge and thinking mode imparted by teacher if the teaching centers on teacher. The students brought up in this mode will be monotonously alike, making it difficult to develop innovational talents for the whole society. On the contrary, open teaching mode revolves around the students. Students not only need to learn

such theoretical knowledge as knowledge and experience, but also use these knowledge and techniques in the future social activities. Thus, in order to ensure the theoretical correctness and reality authenticity of the knowledge and techniques, both teachers and students should constantly discuss and exchange with each other and create a method to test the knowledge by practice. As a result, the whole teaching activity will be in an open state with center but not closed.

APPLICATION EFFECT ANALYSIS OF OPEN TEACHING MODE IN COLLEGE ENGLISH TEACHING

Research method

This paper has studied the sophomores English students of a college in Wuhan City to research the application effect of open teaching mode. Business English classes adopt open teaching mode, while other English classes mainly adopt traditional teaching mode. We have invited 35 students as experimental subjects and 32 students as referents for this one-year experiment during which we have adopted 3 methods as follows:

(1) Questionnaire survey. English learners were tested by Self-rating Anxiety Scales (SAS) in this research to know their learning methods, learning effect, learning satisfaction, focus attention and so on. The questionnaire survey is divided into 3 stages: before experiment, during experiment and the end of experiment. We obtain the conclusion through comparing responses of the 3 stages.

(2) Comparison research. We have 2 experimental group: the experimental group and the contrast group. The experimental group adopts open teaching mode and the contrast group adopts another teaching mode. We get direct evidence by comparing learning attitude and learning satisfaction.

(3) Observation method. We have fully involved in a teaching process of each stage, and obtained information such as learning state, communication frequency between students and students, teachers and students, and exchange between external environment and teachers and students by observing.

Research result and analysis

Comparative analysis of anxiety

(1) Experiment results

We have totally sent out 67 pieces of SAS questionnaires (Self-rating Anxiety Scales) in the experiment. These questionnaires centered around students' "anxiety state" during English learning. We hope to analyze effect of different teaching modes by comparing anxiety level of experimental subjects, and to research the relationship between different teaching modes and students' psychological comfort rate. As shown in TABLE 1, anxiety levels of both experimental group and contrast group before experiment are higher than national norm. As shown in TABLE 2, anxiety levels of both groups have changed a lot after experiment than before it.

TABLE 1 : Anxiety level of contrast class and experimental class before experiment and national norm of anxiety level

	National norm (X)	Contrast class before experiment (A1)	Experimental class before experiment (B1)
	29.690.38	37.145.36	38.923.99
P value	-	0.000	0.000

Notes: P value represents difference significant, when P value is less than 0.05, it means significant difference; while P value is less than 0.01, it means quite significant difference.

TABLE 2 : Data of experimental group and contrast group before and after experiment

	A1	B1	A1	A2	B1	B2	A2	B2
	37.145.36	38.923.99	38.923.99	34.994.90	38.923.99	34.334.03	34.994.90	34.334.03
P value	-	0.000	-	0.014	-	0.000	-	0.031

Note: Meanings of A1 and B1 are the same as TABLE 1; A2 represents contrast group data after experiment, B2 represents experimental group data after experiment.

(2) Results analysis

Comparing the data of contrast class and experimental class with national norm in TABLE 1, we can see: both of the contrast group and experimental group have higher anxiety levels than national norm. The reason of this phenomenon may be the school, for it is an engineering college which has few liberal majors and doesn't put much attention on liberal majors, so it's very hard for engineering students to create a rich English learning atmosphere like liberal students. In addition, these engineering students don't need to use English much in their job, so they always neglect English and have no interests and motivation in English. From TABLE 2, we can see, the anxiety levels of the two groups dropped after experiment, especially

the experimental group, its drop is much bigger than that of the contrast group. On one hand, this shows that the open teaching mode has effect on both groups, making teachers and students unconsciously adopt more efficient teaching mode; on the other hand, open teaching mode can attain its full stature in teaching practice.

Comparison of learning initiative effect

(1) Experiment results

In experiment, through fully participation in open teaching process, we made statistical analysis for communication frequency between students and students, students and teachers. As is shown in TABLE 3, in 45 minutes, the difference in communication frequency is apparent between contrast group and experimental group. The data in TABLE 3 reflects effect to a great extent on learning initiative of experimental students and contrast students.

TABLE 3 : Communication times in 45 minutes

	Communication frequency between students and teachers (times)		Communication frequency between students and students (times)	
	Experimental group	Contrast group	Experimental group	Contrast group
Average times (X)	3.27	2.71	3.28	2.32
Standard deviation (S)	1.23	1.01	1.50	1.002
T test (T)	-2.19		-3.32	
Conspicuousness (P)	<0.05	3	<0.01	2

(2) Results analysis

From TABLE 3, we can see communication times of experimental group, whether between students and students or between students and teachers, are obviously much more than that of contrast group. So it is clear that open teaching mode does promote the communication among teaching subjects, and traditional teaching method cannot do better than open teaching mode on promoting communication between students and students and between teachers and students. TABLE 3 also shows T value of communication frequency between students and students is much higher than that between students and teachers, meaning that open teaching mode generates more frequent communication between students and improves students' learning initiative. All these data showed that open teaching mode not only pushes students more actively communicate with teachers, turn to teachers for help, but also encourages students to share ideas with other students, which will benefit them much in the future.

Comparison of innovation ability

(1) Experiment results

In order to test the effect of open teaching mode on students' innovation ability, we give the same original English text and Chinese version to the students in both groups to re-translate after reading. Results are as shown in TABLE 4, only 9 students in experimental class transcribed the Chinese version and the rest students in this class translated the original English text on the basis of their own understanding; while in the contrast class, 22 students transcribed the Chinese version and a few students tried to translate the English text by themselves.

TABLE 4 : Innovation comparison of English translation

	Experimental class (35 students)		Contrast class (32 students)	
		proportion		proportion
Transcribe the Chinese version	9	25.72%	22	68.75%
Translate by themselves	26	74.28%	10	31.25%

From TABLE 4, we can see that students in experimental group showed much more flexibility than students in contrast students on the same material. So it proved the open teaching mode has apparent effect on students' innovation ability. This experiment result also consistent with social cognition that many experts and scholars criticize our Chinese students for their lack of manipulative ability and innovation ability which is fundamentally caused by existing teaching modes. These modes generally require students to imitate rather than teach them to think independently, even repress their innovation acts in some situations.

CONCLUSION

(1) Students-centered principle of open teaching mode accords with current "people-oriented" education philosophy. This teaching mode abandons "control" of students in traditional teaching mode and principle of "teaching is teachers

delivery knowledge to students". On the contrary, it emphasizes more guidance to students and a center of students. Statistics data showed that open teaching mode can improve students' initiative and innovation ability.

(2) Open teaching mode can efficiently reduce students' anxiety. In our research, anxiety level of students in experimental group is much lower than that of students in contrast group, showing that open teaching mode can form a more relaxed and flexible environment in which students can feel not only the pleasure of learning English but also the fulfillment of communicating with students and teachers. However, the sense of depression brought by traditional teaching mode cannot "press" higher English score but disgust students instead, which makes it difficult to realize teaching goal.

(3) Open teaching mode can improve students' innovation ability. From the statistics data in the experiment, we can see the students in experimental group adopting open teaching mode are more willing to solve problems by themselves, while the students in contrast group are more dependent on the given translation and show less innovation willingness and innovation ability.

At last, we would like to point out: open teaching mode is not a desultory mode, it requires the principle of "student-centred" and reasonable and efficient organization of both teachers and students. Its goal is to promote knowledge spread, learning, resolution and regeneration through communication between students and between students and teachers. Therefore, open teaching mode requires relaxed atmosphere and combination of theory teaching and practice teaching. We believe that, with teaching reform, open teaching mode will be used more and more widely, and its implementation approaches and means will be more and more mature, normative and efficient.

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