

Reform and Practice of Interactive Teaching Theory in College English Teaching

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Abstract: With the deepening development of quality teaching and the constant promotion of teaching reform, the classroom teaching mode in universities is undergoing tremendous growth. In order to cultivate students' independent consciousness and innovative ability and meet the needs of society for high-quality and high-tech talents, interactive teaching should be integrated into college English teaching, and the interaction between teachers and students should be strengthened so as to improve students' language expression ability, so as to improve the efficiency of College English classroom teaching. In interactive classroom, various teaching activities can teach students how to communicate with others in English, avoid some disadvantages of traditional English teaching, and cultivate students' good oral communication ability. Group discussion is a welcomed mode of student interaction, which can not only create a free language learning environment, but also help students improve their oral communication ability. Multimedia teaching through human-computer interaction not only enables learners to learn effectively, but also provides a large number of related learning resources for students after class.

1. Introduction

According to the requirements of teaching reform, College English needs to gradually focus on the cultivation of students' abilities and improve their comprehensive abilities. Interactive teaching is to strengthen mutual understanding and communication between teachers and students, students and students [1-2]. It is gradually applied to practical teaching by the majority of teachers in order to create a good communication atmosphere for teaching and enhance the effectiveness of classroom teaching [3]. In interactive teaching, we should guide students to think independently, stimulate students' potential ability, cultivate students' innovative consciousness and creative thinking ability, improve students' ability of initiative inquiry learning, and mobilize students to actively participate in learning activities [4-5]. In this paper, through the analysis of the meaning and characteristics of interactive teaching and its application in College English teaching, the efficiency of College English classroom will be greatly improved. The interactive teaching mode is shown in Figure 1.

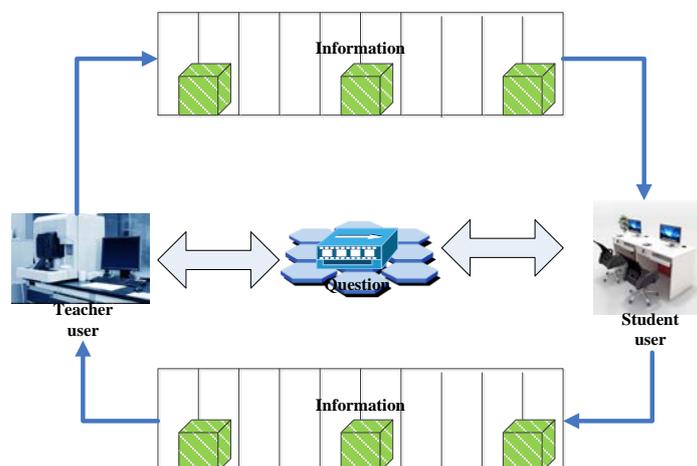


Figure 1 Interactive teaching mode

2. An Overview of Interactive Teaching

Different from the traditional teaching mode, interactive teaching emphasizes the dominant position of students, and teachers pay more attention to communication and interaction with students. Encourage students to be diligent in using English throughout their daily communication activities, constantly improve their sense of language and expression, and blurt out English conversation like speaking their mother tongue, which can greatly improve students' oral expression problems in interactive teaching. Interactive teaching advocates “interaction” [6]. Therefore, the communication between teachers and students should be strengthened to effectively train students' divergent thinking. Interactive teaching is different from traditional teaching. It pays attention to cultivating students to think and explore actively, to obtain solutions to problems, to highlight students' principal position, to stimulate students' interest, and to create a pleasant and relaxed atmosphere for the classroom. Encourage students to actively participate in classroom activities, advocate interaction with teachers, let students fully express their views, and promote a more harmonious classroom teaching.

Interactive teaching has many advantages, among which the prominent feature is that the teaching mode is more flexible and the classroom effect is more ideal. For students, strengthening the interaction between teachers and students can not only effectively promote students' thinking and concentrate their attention, but also stimulate students' interest in English learning to a great extent, and improve students' ability of independent inquiry learning [7-8]. At the same time, for teachers, the use of interactive teaching mode also puts forward higher requirements for their own teaching, promoting teachers to constantly develop innovative teaching ideas and concepts, improve their professional teaching level, and enrich their knowledge reserves. Applying the new teaching mode to the specific teaching, accepting the common test of students, promotes the continuous improvement of teachers' personal ability in teaching. In addition, teachers and students can discuss a difficult content and key points together. In the process of discussion, teachers should encourage students to fully express their views, and achieve mutual ideological consensus and consensus in the discussion. Teachers also understand students' real ideas in interactive teaching, so as to listen carefully to students' ideas and promote mutual understanding between teachers and students. The significance of interactive theory in College English teaching is illustrated in Figure 2.

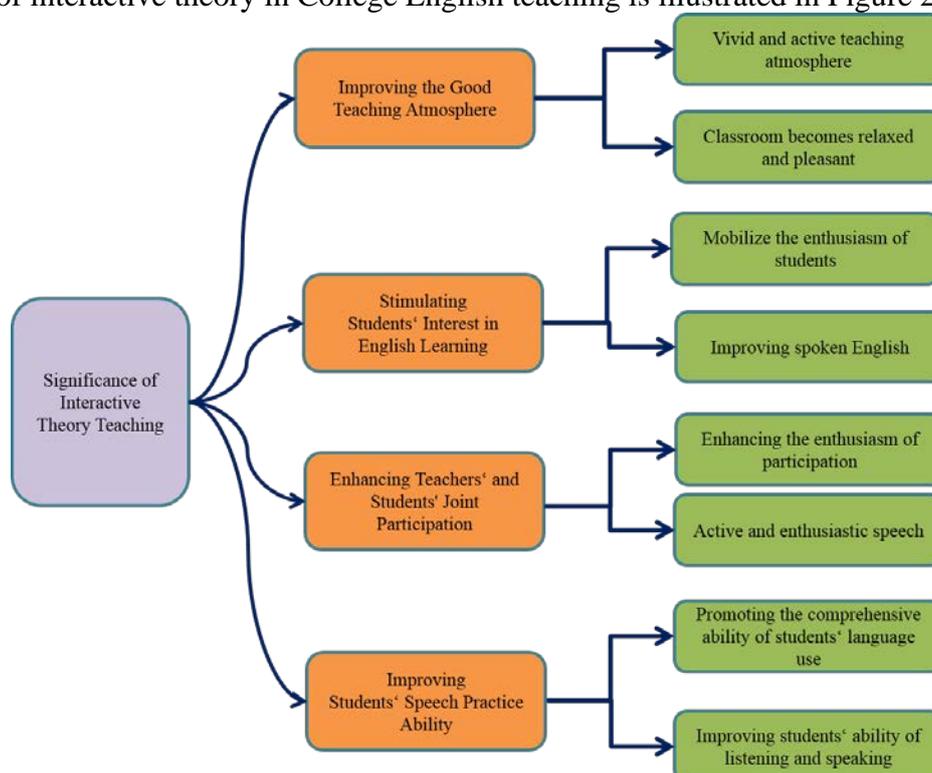


Figure 2 The significance of interactive theory in college English teaching

3. Principles of Interactive Design in College English Classroom Teaching

Based on the objectives, current situation and the importance of implementing interactive teaching mode in college oral English classroom teaching, interactive oral teaching design is the first step to carry out interactive oral teaching [9]. Before designing the teaching practice steps, teachers should also grasp the following principles in order to achieve the purpose of the teaching mode:

3.1 Teaching Design Focuses on Highlighting Interaction

Interactive teaching of spoken language must have a communicative environment, with the participation of students and teachers. Therefore, the design of teaching should take all kinds of topics closely related to students' lives as the main line, and reasonably design and organize every link of teaching. In the whole teaching process, questions and games are carried out in various ways, which should be in accordance with the age characteristics of College students. In addition, teachers can also use modern educational technology, such as multimedia video, PPT and so on, to form an interactive oral teaching environment. Or teachers should persist in guiding the course in the way of oral English expression in class, so as to construct the language environment of oral English expression for students.

3.2 Interactive Oral Language Teaching Design to Stimulate Students' Interest

Oral English teaching is mainly to guide students to dare to “say”, “say”, “say”. Therefore, it is necessary to stimulate students' interest in “say”, so that students can perceive the usage of English language, the pronunciation and intonation of English language in an interactive environment, and find self-confidence in language communication. In the process of implementing instructional design steps, the emphasis is not on correcting students' errors in “speaking”, but on letting students have their own ideas on a topic and have the will to “speak” out. Driven by this will, students interact with students, students and teachers. When designing interactive teaching, we can start from two aspects: 1) Design teaching with the introduction of Chinese and Western cultural knowledge. In the process of oral English expression, if it involves the culture of English-speaking countries, it can be discussed extensively. Therefore, in oral interactive teaching, teachers can properly add the content of Chinese and Western culture to students, stimulate students' existing knowledge and life experience, and guide students to interact and participate. 2) The choice of topics in teaching design is also very important. Topics are directly related to whether students are interested in participating and willing to interact with others. They are also related to the motivation and fluency of students' oral expression in teaching. For example, the choice of topics is entitled “Online shopping and physical shop shopping, you prefer that way”. Compared with “how to conduct business negotiations” and other topics involving more professional content, students will be more inclined to participate in and interact with the former, and oral expression will be more substantial and specific. Therefore, the design of oral interactive teaching should be based on the principle of stimulating students' interest in learning, which is more conducive to improving the interactive effect of teaching.

3.3 Student-centered design of teaching process

Interactive teaching of spoken language always takes students as the main body to design the teaching process. Students are the main participants in classroom teaching, problem discoverers in spoken language learning and the main body to improve their oral ability. Therefore, teachers are the guides in teaching design. Only when students really participate in interactive teaching can students have some insights and reflections, and then find ways, combined with their own efforts, non-English majors' oral expression ability will surely be further improved. In addition, the individual differences of students should also be taken into account when designing oral interactive teaching. If circumstances permit, students can be taught in accordance with their aptitude, such as the level of oral interactive teaching and group cooperation.

4. Research on Interactive Teaching Model

Western research on group activities began in the 1970s. Many research results on group activities show that group activities can improve college students' autonomy in English learning and cultivate their comprehensive English ability. However, at present, the autonomous English learning ability of college students in China is generally low, mainly in unplanned, non-strategic, non-cooperative and so on. Therefore, in order to improve college students' autonomous English learning and oral communication ability, the application of group activities in English teaching has become the difficulty and focus of English classroom teaching. The specific design of group activities is usually arranged according to Figure 3.

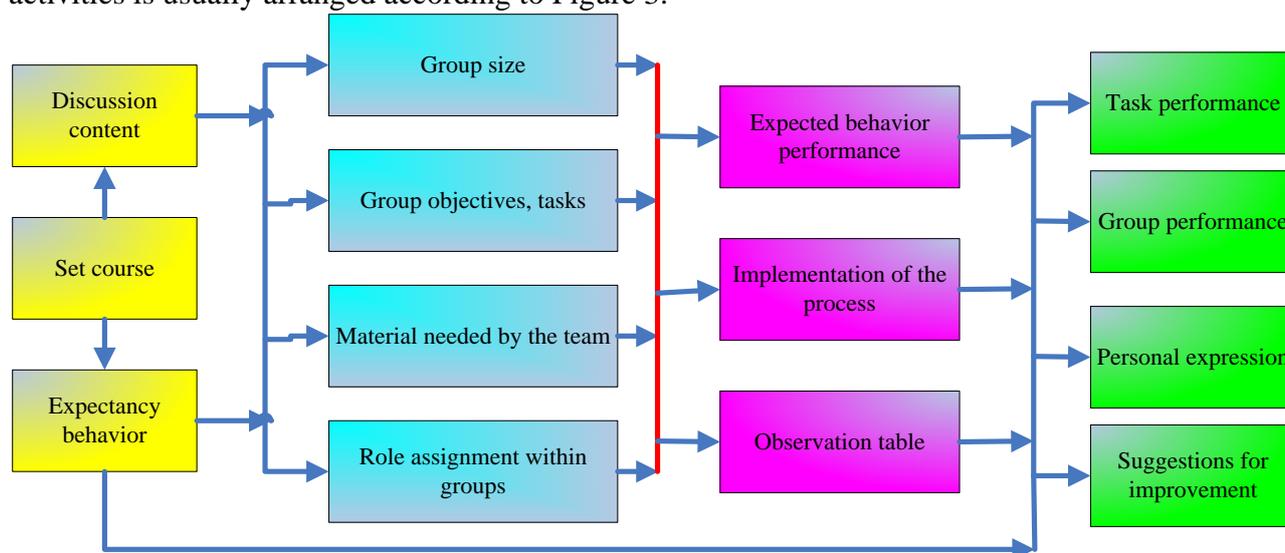


Figure 3 Group activity plan

In the process of group activities, teachers should pay attention to making evaluation run through the whole group activities. The evaluation before group activities should pay attention to students' awareness and ability of finding, raising and solving problems. The evaluation of group activities is mainly to check the implementation of the objectives of group activities and the problems, difficulties and solutions encountered in the process of group activities, and the situation of overcoming difficulties [10]. The evaluation at the end of group activities is mainly to evaluate the students' participation in the whole process of group discussion and the way of displaying the results of the discussion. Moreover, teachers' evaluation should take into account individual differences of students. For students with poor English learning and low self-confidence, they should give priority to praise and encouragement, and gradually build up their learning confidence. For those students who have good English learning results but are proud of themselves, we should put forward higher requirements and point out their shortcomings while praising them. We should also pay attention to the establishment of scientific and effective classroom evaluation criteria for cooperative learning and the combination of various evaluation methods, such as the combination of teacher evaluation, group mutual evaluation and student self-evaluation, the combination of collective evaluation and individual evaluation, the combination of formative evaluation and summative evaluation, etc.

5. Conclusion

To sum up, the practice of interactive teaching in College English teaching emphasizes the students' ability to use language. The student-centered teaching activities highlight the teaching concept of "learning for application", which can strengthen the students' comprehensive ability to use language knowledge. In view of this, the vast number of front-line teachers in College English teaching must intensify research efforts, improve the effective understanding of the connotation of interactive teaching, giving full play to the role of teacher guidance, so that students are willing to

practice. To cultivate students' comprehensive English skills and strengthen the practical application of interactive teaching in College English teaching will provide new ideas for college English teaching reform.

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