



Research Paper

Interactive teaching in college English teaching and the theory of "continued development research

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Abstract: In recent decades, with the continuous innovation of teaching concept and the rapid improvement of teaching technology, college English teaching has set off a vigorous and protracted reform wave. Various theories have emerged in this wave. As a frontline practitioner of college English teaching, the author has experienced a long process from "interactive teaching" to "continuous discussion" research in the reform process over the years. In this paper, the author combs the two theories in order to provide reference for the teaching reform practice of the majority of teaching workers.

Key words: interactive teaching; To continue; College English; Teaching reform

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I. Research background

The traditional Chinese teaching concept always puts teachers first, emphasizing the core position of teachers in the process of preaching, teaching and solving doubts, while students, as knowledge learners, have been playing the role of "receiver" in the whole process of traditional education, which directly leads to the unidirectional traditional classroom and the phenomenon that teachers actively impart knowledge and students passively accept knowledge. This kind of teaching concept limits students' subjective initiative to a large extent, which leads to the dull classroom to a certain extent, and to a certain extent results in the phenomenon that teaching and learning cannot be completely integrated. Such a situation is more prominent in traditional college English classes, because the essence of language is a tool for communication, which determines that effective English teaching must be based on applied communication. The conflict between the demands of English learning and traditional Chinese teaching concepts triggered a vigorous and protracted wave of reform. In the process of reform, there are various schools of research, but no matter which school, the fundamental emphasis is on classroom teaching teacher and student role change, teaching means and teaching technology improvement, teaching concept update. Among them, the more influential ones are the "interactive teaching" research in the early stage of reform and the "continuation" research which is highly popular at present. These two studies have both similarities and differences, this paper will comb and study them.

II. Research on Interactive Teaching in College English Teaching

Interactive teaching is a teaching mode different from traditional Chinese teaching. In the interactive teaching mode, teaching activities are regarded as a kind of communication between teachers and students, and the whole teaching process is regarded as a dynamic process of interactive influence and interaction activities of the unity of teaching and learning. In this process, by optimizing the way of "teaching interaction", that is, by adjusting the teacher-student relationship and their interaction, forming a harmonious teacher-student interaction, student-student interaction, interaction between learning individuals and teaching intermediaries, strengthening the interaction between people and the environment, so as to produce teaching resonance, to achieve a teaching structure model to improve the teaching effect.

Interactive teaching has various forms and rich contents. According to different classification standards, it can present completely different forms of interaction. Among them, according to the flow direction of interactive information, it can be divided into "two-way" interaction mainly in the form of teacher-student dialogue, such as teacher-student question and teacher-student answer. In this interactive way, information between teachers and students can be transmitted, received and feedback each other. "Multidirectional" interaction is mainly in the form of deskmate discussion, group cooperative learning, group competition, etc. In this kind of interaction, there is not only interaction between teachers and students, but also interaction and

two-way flow of information between students. In this kind of interaction, the teaching information is fully open and the teacher is no longer the only source of learning. Students and teachers form a multi-point connected teaching network. Each student and each teacher is a node of this network, and the interactive radiation range is very wide.

The research on interactive teaching in college English teaching can be roughly divided into two stages: The first stage is in the early stage of college English teaching reform. Interactive teaching in this period emphasizes the transformation of teaching concept, mainly featuring "two-way" interaction and "multi-type" interaction. Teachers are required to fully stimulate students' enthusiasm in the learning process through various interactive activities such as discussion, question and answer, performance and debate in classroom teaching, and change the traditional teaching mode of full classroom teaching. Students become the center of teaching activities, while teachers change their traditional roles and become guides. This changes the traditional teacher-student relationship into a new relationship of equals, which is a revolutionary change in Chinese classroom teaching concept. At the same time, the research of interactive teaching in this period laid an important theoretical and practical foundation for the reform of college English teaching in the future. The second stage of university English interactive teaching research, mainly dominated by "reticulated" interaction, began with the rapid development of modern educational technology in our country. The characteristics of this stage of university English interactive teaching research are closely combined with various new modern educational technology. In this stage, the limitations of teaching time, space, teaching approach, teaching means, interactive objects and evaluation means are completely broken through, which makes college English teaching completely enter a new teaching field. The ensuing research on inverted classroom, online learning, mobile learning, extra-curricular learning and independent learning has ushered in a new stage of teaching reform for college English teaching in China.

With the deepening of the study on the second stage of interactive teaching, the advantages of interactive teaching methods of college English have become increasingly prominent: Compared with the traditional teaching mode, the biggest breakthrough point of the "interactive teaching" proposed in the reform of college English teaching is that it begins to pay attention to the importance of students' subjective initiative in the whole teaching process, and begins to emphasize the principal position of students in the whole teaching process, breaking through the traditional teacher-centered educational thinking mode. Teachers are encouraged to pay attention to the communication and interaction with students in the teaching process, and to create an environment for students to use English quotations, so that students can constantly improve their language sense and expression and communication ability in the practical application of the language, so as to achieve the purpose of improving students' comprehensive language ability. At the beginning of the study, the study of interactive teaching in college English classroom was mainly in speaking and listening, which was relatively limited. However, with the deepening of interactive teaching research and the support of modern educational technology, English teachers have found that interactive teaching can be widely and effectively applied in the teaching process of listening, speaking, reading, writing and translating.

III. A Study of Continuities in College English Teaching

The continuation study originated from the "long writing method", and later developed into the "continuing writing after reading" through research. Finally, under the catalysis of modern educational technology, it evolved into the present "continuation study"

It is hard to find out who first proposed the method of English lengthening. Since Professor Wang Chuming applied the method to English writing teaching and put forward the method of English lengthening, this theory has received wide attention in the field of English teaching and research. In the intermediate stage of English learning, it advocates that writing should be taken as the guide method and length as the controllable variable, so as to achieve the purpose of "promoting learning by writing". The research and application of English long writing is mainly the teaching of English writing in high school. With the continuous development of this research, the teaching of college English writing also tries to apply it. However, because there are great differences between high school English teaching and college English teaching in terms of teaching object, teaching environment and teaching purpose, the long writing method is completely copied into college English teaching. In order to effectively solve this problem, Professor Wang Chuming and other scholars put forward the teaching model of "continuous writing after reading" on the basis of the method of long writing.

"Read and continue" is to ask students to read an incomplete English article with the end deleted, make in-depth analysis of the article with full use of their understanding during the English reading process, and then use their imagination to supplement the deleted part of the article. In the process of continuation, students must repeatedly study the theme, logical relations and syntactic structure of the original text in order to ensure that the continuation part can echo and keep consistent with the previous text in terms of logic and grammar. This enables students to break through the problem of incoherence and even complete separation of language input and output in the whole process of reading and writing, and enables students to change from a single language

receiver to a combination of input and output, and from a single imitator to an extension and creator. In this way, students can not only flexibly learn and apply the relevant language knowledge in the learning materials, but also stimulate their interest and motivation, and give full play to their subjective initiative in the learning process. Therefore, we can see that the teaching method of reading and writing includes three parts: completion, expansion and creation. The so-called completion means that learners must complete the reading materials after completing the reading task, and closely combine understanding and output in the way of completion, so as to strengthen the interaction and coordination before input and output, and promote learners' language imitation ability and application ability. The so-called expansion means that in the process of continuous writing, learners need to fully release their learning potential, give full play to their imagination, extend the content of the original text, so as to obtain more opportunities to express their thoughts in language, so as to build learners' language coherent expression ability. The so-called creation means that learners stimulate their internal motivation by creating in the process of continuous writing, and constantly generate new content based on the original text, so as to maintain learners' willingness to communicate and continuous learning motivation. "Continue writing after reading" is of great significance to the improvement of college English writing teaching, but it is mainly applied to the improvement of English reading, writing and translation ability, but not practical for the improvement of English listening and speaking ability. In view of this problem and the rapid development of modern educational technology, college English teachers have further studied and put forward the "continuation" theory, which is called "continuation" for short, on the basis of "continuation after reading" and "continuation after writing".

The "continuation" theory not only includes the traditional "reading and writing", but extends the new forms of "reading followed by translation", "listening followed by speaking", "listening followed by writing" and so on. It is theoretical researches that cross-applies English listening, speaking, reading, writing and translating abilities and promotes each other. The emergence of "continuation" theory not only enables college English teaching to make full use of modern educational technology and keep up with The Times, but also greatly improves students' enthusiasm for extracurricular self-study and classroom interaction, which opens up a new situation for improving the efficiency of college English teaching.

IV. Conclusion

The emergence of "interactive teaching" and "continuous teaching" in college English teaching is the product of the new requirements of The Times for college English teaching, and in the long process of forming the development of different stages of development, and the development of today has formed a set of complete teaching theory system from input to output, evaluation and finally to feedback. In addition, both emphasize student-centered teaching, with teachers playing the role of guides, and extend traditional teaching from classroom to extracurricular, breaking through the limitations of time and space and highlighting the important role of students' sense of self-efficacy in the whole learning process. Up to now, "Interactive teaching" and "continuation" have opened a new situation for the reform of college English teaching. With the continuous development and progress of the society, they will continue to improve and evolve, providing new ideas for our teaching reform.

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