

Application of Research-Based Teaching Mode in College English Courses

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ABSTRACT

As an efficient teaching mode, the research-based teaching mode is one of the effective teaching modes to cultivate college students' innovative ability, scientific research ability, communication ability and cooperation ability. The application of research-based teaching mode in college English courses could improve teaching efficiency. This article first introduces the definition and characteristics of research-based teaching mode, then analyzes its application in college English courses, and finally explores its impact on college students' English learning.

Keywords: *research-based teaching mode, college English courses, application*

I. INTRODUCTION

“Research-based teaching” means that students conduct research with the guidance of teachers and actively acquire knowledge and solve problems during the research process [1]. The purpose of research-based teaching mode is to cultivate students' scientific research ability, problem-solving ability, communication ability and cooperation ability. Research-based teaching mode is a teaching process in which teachers and students complete it together about the determination of research content, the selection to research methods, and the process of cooperation and solutions to solving problems. There is a certain difference between research teaching and traditional teaching that traditional teaching mode is that teachers adopt relatively fixed teaching modes based on the basic situation of the students. And students become the passive recipients of knowledge, while research-based teaching mode emphasizes students' active participation and exploration of research to promote students to have a good command of knowledge. In the process of students' practical exploration, it strengthens students' thinking ability and improves their consciousness of active research problems. When implementing research-based teaching mode, teachers should guide students to actively ask questions during the learning process, find the conclusion by reading through the materials and exploring the problems by

themselves instead of directly teaching students conclusive knowledge. In the teaching process, teachers should uphold the primacy of students as well. Teachers can combine the actual situation of students and choose targeted teaching modes so that students can change from passively accepting knowledge to actively learning and exploring knowledge. And then students will have a deep understanding of learned knowledge. Implementing research-based teaching mode in college English courses could not only cultivate students' research ability but also mobilize their enthusiasm to learn English and help them develop good English learning habits and modes.

II. IMPLEMENTATION OF RESEARCH-BASED TEACHING MODE IN COLLEGE ENGLISH COURSES

Research-based teaching mode is not totally different from traditional teaching modes. It is the supplement and improvement of traditional teaching modes. By using this teaching mode in lectures, students could not only learn knowledge but also learn how to acquire knowledge and how to explore unknown areas. The implementation of research-based teaching mode in college English courses emphasizes students-oriented and the design of course content from the perspective of students. In general, each teaching section should be carried out on how to deepen students' knowledge, application and have a good command of knowledge. The use of research-based teaching mode in college English courses could be implemented in three aspects.

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A. Improving teaching methods of English course

The classroom is an important place for research-based teaching. Several typical research-based teaching methods have been developed in college English teaching practice, including case teaching method, problem-based learning method and task-based teaching method. The case teaching method is an interactive teaching mode. Normally, case teaching should be carefully planned and prepared in advance by teachers. Students need to read materials of specific cases in advance, and teachers organize students to carry out discussions or arguments, and interact with peers. In addition, case teaching generally needs to combine certain theories and achieve the purpose of enlightening theory and enlightening thinking ability through the collision of various information, knowledge, experience and opinions. The problem-based learning method emphasizes that letting students cooperate to solve problems, to learn the deep knowledge of the problem, to improve their problem-solving skills and autonomous learning capabilities. In recent years, the rapid development of multimedia has provided many teaching modes for college English teaching which could not only attract students' attention and stimulate their interest but also effectively improve the efficiency and quality of teaching. Therefore, teachers should take advantage of multimedia and accumulate more teaching materials closely related to English learning content, such as some English videos and effectively use different and efficient modes to increase the sensory awareness of students and their perceptual cognition. In addition, the task-based teaching method is also a good teaching mode to improve teaching efficiency. In the teaching process, teachers should first help students formulate learning tasks, and try to create a pleasant learning atmosphere, uphold the primacy of students, and continuously improve their initiative learning ability and innovation ability. First of all, teaching activities should let students participate voluntarily based on mobilizing their enthusiasm for learning. Meanwhile, activities should be combined with learning content in the textbook, but not be bound by it. And the goal of the activity should be clear and feasible, and it should match the students' cognitive level. Finally, teaching activities should not only help students apply what they have learned, but also strengthen the connection between different subjects and English, and continuously improve their comprehensive quality.

B. Upholding the primacy of students

In the process of English teaching, teachers should uphold the primacy of students and give full play to their primacy role in learning and teaching activities. Students need to find problems, implement the research and demonstrate the results of the research issue with the guide of teachers. Also, teachers need to let students

conduct their own research by themselves including the screening of topics, the exploration of research content and digging out and solving problems. Teachers only need to guide them to carry out research-based learning process, and support students when they get into problems[2]. For example, before teaching the new content, teachers could introduce its main content in advance, open up the students' field of vision with teaching the background knowledge, and mobilize the students' curiosity for learning the new content by asking questions. Then teachers need to lead students to discuss related topics, let students express their ideas, and attract them into teaching situations in order to improve teaching efficiency. Research-based teaching focuses on teaching issues, which are the problems encountered by students in their learning process. And in the process of collaboration, students could improve the independent thinking ability, learn from each other and help each other. Such interactive activities can not only improve students' oral English and self-confidence but also cultivate their ability to obey collaborative arrangements and complete collaborative tasks. Teachers, as guides for students' learning, must have an accurate understanding of teaching objectives and tasks to ensure that students could have a good command of theoretical knowledge and practical skills[3]. In the implementation of research-based teaching method in college English courses, students might not know how to participate in teaching activities at the very first beginning because they are not familiar with the new teaching modes, or some students cannot effectively carry out classroom activities because of the limited English learning ability. Thus, teachers must support students with guidance and deal with the problems with students together. If students actively participate in the activities and perform well, teachers should praise their behaviors in order to promote students to be more passionate about learning English.

C. Strengthening the practicality of English learning

"Practicality" means that English learning focuses on the connection between practice and theory. It not only emphasizes rational cognition in the learning process, such as the understanding of theoretical knowledge but also emphasizes learning experience. The most obvious characteristic of research-based teaching mode used in college English courses is its practicality. It is completely different from the simple learning of language knowledge. It emphasizes more on students' participation in the specific practice of applying English. Students' enthusiasm in English learning could only be enhanced in the corresponding English context. And students could have a good command of English language skills in this process. Therefore, teachers must consider these factors when they design teaching activities based on topics that students understand well in order to stimulate students to express ideas in English. Before class, students need

to preview the new learning content in advance and search for relevant information, so as to achieve the goal of expanding knowledge reserves. Only in this way, students can truly feel the charm of the English and voluntarily participate in practical activities planned by the teacher in order to improve the level of English listening and speaking skills.

III. THE INFLUENCE OF RESEARCH-BASED TEACHING MODE ON COLLEGE STUDENTS' ENGLISH LEARNING

The main purpose of research-based teaching is to cultivate students' research ability. Focusing on research, firstly students must have initiative learning ability. And then they need to collect a lot of materials around the content of the inquiry, actively understand the background knowledge, and dig deep into the problems in order to innovate ideas. Due to the different research goals, students should combine their actual situation to develop their independent learning, such as reading learning materials before class, actively thinking and participating in discussions in class and writing research reports after class to complete related exercises. In this teaching mode, collaborative learning is derived from research-based learning, of which the latter focuses on the improvement of students' research level, while the former focuses on teamwork and promotes students' ability extension. How to complete effective collaboration is the primary goal of collaborative learning, so it is essential to create a superior learning atmosphere to let students participate in collaboration in small groups and enhance their collaboration awareness. The group work makes students feel a sense of urgency for learning tasks, and actively participate in collaboration to improve their English. In the process of division of collaboration, students could combine research plans and practical modes to draw their own special judgments [4]. Furthermore, the practical characteristics of research-based teaching mode require students to have the consciousness and ability to cooperate and communicate with peers [5]. Research-based teaching practice activities create a wide space for students' interpersonal communication. And students could develop team spirit and learn how to cooperate with during the process of carrying out these teaching practice activities. Meanwhile, students' inquiry and learning content should not only focus on fixed knowledge but also cover non-fixed knowledge. Fixed knowledge refers specifically to the English language, while non-fixed knowledge refers to the expansion of subject knowledge, which is far beyond the coverage of teaching materials. After studying basic knowledge, students continue to improve themselves through research at other times, regarding class learning as the key to improve their exploration ability, grasp more knowledge, and communicate effectively in English [6].

Also, students could conduct research combined with the learning content of the course. And this can greatly improve students' ability of inquiry and analysis, change their wrong learning habits, and lay a good foundation for entering social work in the future.

IV. CONCLUSION

Research-based teaching mode has a good effect on stimulating students' enthusiasm and effectiveness in learning English and cultivating students' cooperative ability, research ability and thinking ability through a variety of classroom teaching activities and extracurricular English learning activities. Colleges, English teachers and students should make contributions to ensuring that research-based teaching can be carried out successfully in English teaching in order to cultivate students' language, research and innovative ability.

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