

# The Application of Research Teaching Model in English Courses

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**Abstract:**The research teaching in the field of education is not a new vocabulary, but to give a complete definition of scientific is not an easy task.It is so much better to say it is a teaching model or teaching philosophy than teaching model and its purpose is to “teach” and “learning” the whole process runs through the characteristics of research, including research of teachers’ “teach” and students’ research-based “learning”. According to the characteristics of English language teaching combined with the advantages of teaching research to explore the teaching model of English courses.

**Keywords:** research teaching; teaching model; English course

## 1. INTRODUCTION

Mention of the traditional teaching of English there will be a scene like this in the minds of most people:teachers lead the reading,the students repeat it,and then the students to drill sentence scenario,having a good one university English class for English teachers speaking no easy task,because a successful English lesson should be to make as many students interested and able to be harvested.With the deepening of reform of teaching,teaching methods, update, enhance the students’ interest in learning English up to good teaching,the use of research in the college English classroom teaching model is a useful attempt.

## 2. Research teaching connotation

Research teaching is different from traditional classroom teaching activities, It is not simply to learn the book knowledge, but stressed that students’

participation In the process of teaching activities and practices; it is not indoctrination taught, but Let students learning in the study, and research in the learning, cultivate students’ Ability to independently acquire knowledge through teaching, but also an Effective way of active classroom atmosphere. English in the current environment Can be called a foreign language, speaking for the majority of English learns, Learning English in China lack the necessary environment, so for a lot of English In learners, especially collage students learning English there exists a problem, that is, the stronger reading skills, but poor use of English language communication ability, the traditional English teaching had to bear some responsibility for this adverse consequences, because even if a lot of ,knowledge of English learning in the traditional English classroom, such as syntax knowledge, vocabulary usage, but in the English classroom, teachers do not give students some real scene, the students will not know how to use proper English communication in specific situation. Over time, the student’s English listening and speaking ability has become weak, and worse, students might be forced to have lost interest in learning English. Use research teaching model in English in class, these problems will be solved well.

University English teaching refers English teachers in the educational process, accumulated to the English curriculum content and students’ knowledge-based, so that students learn a lot of information through active exploration, discovery and experience “Roughly-tuned input and Finely-tuned input, in order to gain knowledge, absorption, and then output, and further feed-back and ultimately to master the skills of lifelong

learning, and constantly update their knowledge, thereby enhancing the independent innovation capacity.

### **3. The theoretical basis of the research teaching**

#### **3.1 Constructivism and humanism provide a theoretical basis for the Teaching of English Studies**

Constructivism and humanism teaching concept provide a theoretical basis. Constructivism show knowledge is based on cooperation and explores ways of learning and build students' self-obtained, theory advocates "to students' learning-centered teaching methods, teachers are learning the organizers, instructors and helpers. The teaching concept of Humanism that the growth and development is an inherent natural tendency to learn each Self-actualization a process the purpose of education should not only help students cognitive development, more importantly, to help the development of students' effective development, so that learning becomes an integral part of the growth and development of each person, lifelong learner and self-actualizer. Constructivist and humanistic teaching on the concept of the nature of the main value of the person to give full respect for the teaching concept, reflects the direction of development of modern teaching theory.

The thematic concepts of research study design principles Richards, and Rodgers, believe that research teaching is a task-based teaching methods, the use of "task" has become the language teaching process design and evaluation of the core of teaching organization. The design of the task can be varied. Research in the teaching process, teachers focus on the specific communicative purpose and language use requirements, design tasks, operational teaching activities, students and their partners work together to complete the task. During the mission, students through debate, role playing, research, interviews, etc. The use of language knowledge and skills together to accomplish the tasks set by teachers to use and learn, apply their knowledge to achieve the purpose of the language of communication. Therefore, the design of

thematic mandates must be constructivism as the theoretical basis of its core that is student-centered, and guide students to take the initiative to explore the knowledge, detect problems, and active construction of knowledge, meaning. Students must actively participate in the learning process in conjunction with their existing knowledge and experience, understanding and coding, construct their own understanding of new information, access to the meaning of learning, Second, knowledge is the individual with others through consultation and agreement of the social construction of the effective interaction between students, between the cooperation and exchanges between students and teachers, students and the teaching content and teaching media is a powerful guarantee for scientific learning.

#### **3.2 The necessity and feasibility of the English Studies Teaching**

It is very necessary to study teaching in the teaching of Basic English courses . First , the view from the teaching model and training objectives as the foundation course of the Undergraduate English Majors, basic English lessons tight, content, relatively mature discipline for many years using traditional teaching methods, students long-term passive state . What teachers teach students learn what the students lack of interest, just struggling to pass the exam , it is necessary to explore a way for students willing to move up the teaching mode. And truly let the students move up, to independently identify problems, analyze and solve problems is one of our training objectives. Second, set up time from the point of view, the creation of basic English classes always in the low-grade stage, this time students just entering college, and just relax in the college entrance examination, a majority of people are still ideal of the university and the reality of the University of contradictions struggle, in the confusion, the loss of the original target to achieve its objectives depends confused with the University of autonomy of these two methods in high school , many students basic English language knowledge learned in the past high

school is too similar and there are impulsive mentality. At this time it is necessary to develop good university students from low-grade, as soon as possible into the state. Moreover, the course content, basic English lessons tight, more content, if only the teachers in class lectures, students listen homework, even if coupled with the class or use multimedia to increase the amount of information is also not all the knowledge related to students exposure to allow students to teachers under the guidance of the direction of multi-channels to find information, identify problems, and thus complement each other to solve the problem. Trained high school students in the process of utilization of the discourse or debate their own thinking , and English as working language, the language skills of students must also be improved.

#### **4. Establishing Teaching models of English Studies**

##### **4.1 Creating college English teaching teams**

College English learning emphasized students English study are both organized and self-learning process, this process can not do without the guidance of teachers to help, monitoring and evaluation. Moreover, this research also shows that college English research study has characteristics that are different from other disciplines, the College English is a language learning, knowledge broad and frequent exchanges, coupled with the purpose of research teaching diffident from traditional teaching as targeted, specific, easy to operate , while the research study emphasis on self-responsibility and mission, its goal is to open and impossible to quantify, difficult to manipulate the contents of students' research is extremely broad, and often make teachers feel at a loss, This requires teachers change the concept of education, new educational models and teaching methods not only need to be bold in practice, need to recognize that the lack of new teaching and learning brought about their own quality level, to take up a research study an equal participant, collaborator, organizer of the learning activities, instructor and facilitator, teaching resources, researchers, developers,

students' psychological grooming those responsibilities. Furthermore, teachers cooperate with each other to form the research team of teachers teaching with strong support from back-students research study.

##### **4.2 Learning of the research team**

University English courses are generally for 5 hours per week, classroom time is very limited, can be more limited reading time on the training. Therefore students are divided into groups, in the form of extra-curricular learning through collaborative research activities can be limited classroom space to a wide range of extra-curricular space to stretch, so that students' reading than classroom, which make up the college English classroom teaching time limited enough. More important is the specific goal-oriented, meaningful extra-curricular activities for students in a more realistic environment, the active use of language knowledge, and active construction of knowledge in order to foster students' awareness of autonomous learning and innovative spirit. University of Reading thematic research activities should be designed to the following aspects: First, special events must be established on the basis of the classroom theme, specific topics by the students' research team determined through consultation later. This large-scale determined by the teacher, students give specific theme to teachers and students have left room for choice, in order to prevent the students are not interested in the research topics identified by the teacher, as well as students topics partial, teachers can not control the situation. Secondly, since the research activities are a complex cognitive process, it is inevitable that students find it impossible to start. Therefore, teachers should emphasize the elements of analysis and process analysis to guide students clarify ideas, to determine the flow of activities, check the appropriate reading material to make the research activities carried out smoothly.

Group cooperation complete the inquiry is the main form of learning research teaching activities. Research teaching with group work to explore the learning

activities in the form can be of large classes to small classes, and effective organization of classroom teaching. Determine the subject and past teachers, students passive participation is completely different, the research group activities, team members take the initiative to ask questions, to jointly explore research topics, research methods and how to present the findings of the Group and other issues, discuss with each other to find information, so that can be more opportunities for language practice; the same time, members of the group mutual evaluation, queries and corrections, you can activate students' thinking, active classroom atmosphere; team members a clear division of labor, to play their respective roles beneficial to enhance students' sense of responsibility.

#### 4.3 Cultivating students' interest

In English teaching, teachers must first in the light of textbook content, the characteristics of the subject, the students' psychological characteristics, try to use the best methods to stimulate students' interest and arouse their enthusiasm for study in order to achieve the best teaching effect in the classroom. For example, you can watch English movies in the form to provide students with a real, vivid, fresh language scene. On the one hand to overcome the monotony of rigid traditional college English teaching model, on the other hand students in the context of a life, easy access to the best of cognitive status. After Watching, organized students to discuss it to further understand foreign cultures, expand their horizons and are familiar with the locale, practice oral expression, to achieve the entertaining learning.

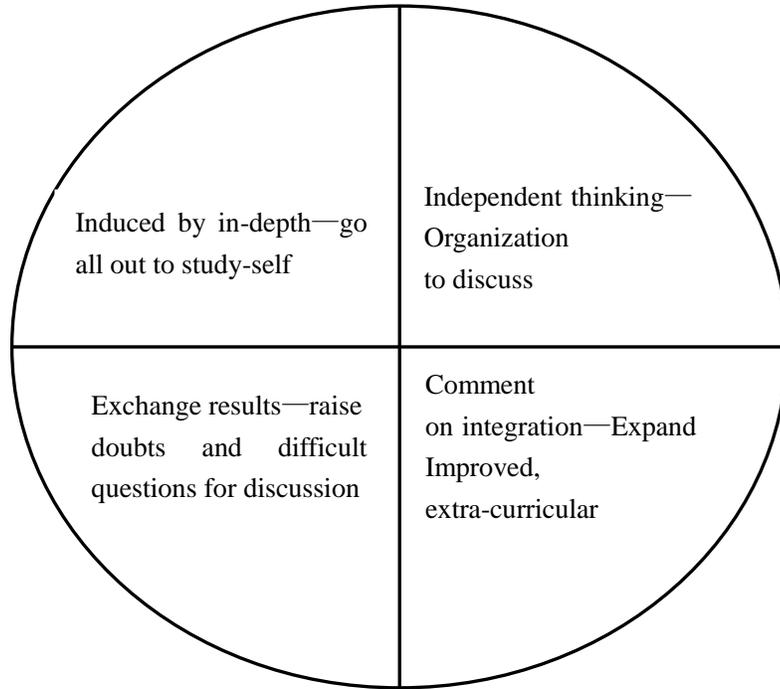
#### 4.4 Subjectivity and initiative of the students

The traditional teaching mode, the dominant position of students is to instill teaching

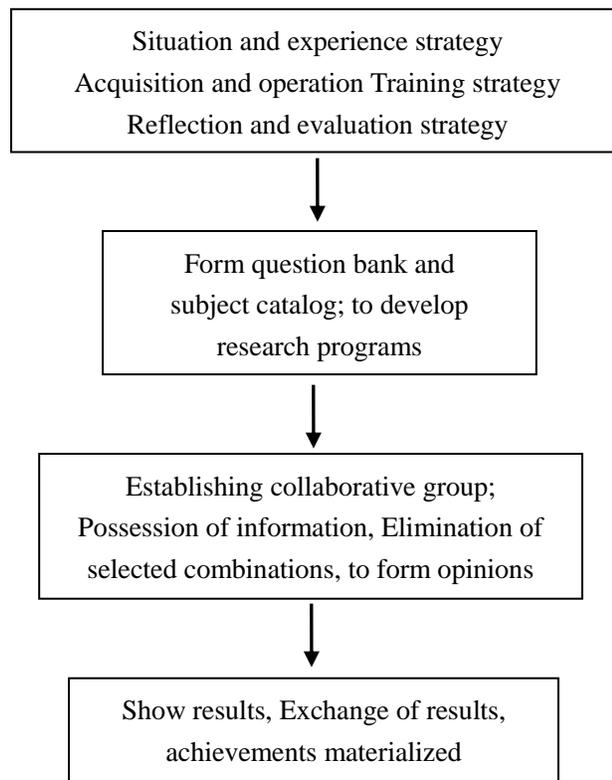
rejection, students self-innovation capability and spirit by the authority of teachers plundering, the central role of students in education actually been marginalized, while the research teaching the student, teachers are just learning to help or promote, concerned about "how to learn" rather than "what to learn", emphasizing students through active participation in learning to get knowledge. Students not only explore the process of learning, both subjective initiative to mobilize the interest in learning, practice and exercise language skills, but also cultivate the ability to analyze and solve problems, from inquiry habit of thinking, to overcome highly cultivate traditional re-skill, light thinking drawbacks.

#### 4.5 Scientific and rational way to develop a research teaching evaluation system

Scientific and rational way to develop a research teaching evaluation system, promote the development of English research study is an independent learning, inquiry learning. If lack of effective means of qualitative evaluation, throughout the teacher is only general in the oral evaluation of students' performance, students will mistakenly believe that the research study "iron rice bowl", participated in, regardless of performance, can get the equivalent fraction. In this way, the active participation of students find it difficult to reflect their own success and satisfaction, and thus lose the enthusiasm to continue to explore the students in the activities of "mixed" parameters that are not involved in the research study is insignificant, the results of the research study would be difficult to continue. When the evaluation of students' participation in the research study, the activity results linked to the end Overall, the situation will be greatly improved.



**Figure 1 Research teaching reading teaching composition diagram**



**Figure 2 Reading research teaching mode flowcharts**

## **5. The means of implementation of the research teaching**

“Project-centered learning” and “problem-centered learning” teaching model help students obtain “non-deterministic” knowledge and Project-centered learning has changed the short, single, teacher-centered traditional classroom teaching, while the emphasis on long-term, multidisciplinary and combined with real-world problems and practice of learning activities. “Problem-centered” learning, motivation and challenge problems as learning first, its structure is not clear, there is no simple, fixed, single correct answer, but it stirred up the students to explore, to seek a variety of solution desire to build the need to continue to learn and contact. To organize problem-centered teaching is the best path of the research teaching.

### **5.1 Mutual supervision and common progress**

Teachers can further conclude and analyze the writing features of the article to express different opinions, critical reading and thematic discussion. Students’ learning outcomes can be used to the classroom to speak, organize debating competitions, networking interactive platform and the formation of the study report or papers to a variety of ways to share with other students. In order to encourage the enthusiasm of the students to respect the results of their labor, and promote the research study, teachers need to develop detailed activity evaluation criteria, and research students with the incentive and the development of principles to evaluate, to help students see progress and inadequate.

### **5.2 The principle of collaborative of Instructor and students study**

The research teaching emphasis on the dynamic of the students’ sense of participation, but does not rule out the guidance of teachers. Teachers are the leaders, collaborators for Inquiry of students through scientific process is to guide students to explore learning, students and teachers should be closely cooperated and coordinated. The creation of the problem, according to the student’s actual level and the

specific circumstances of focusing on teaching the basic structure of the major and difficult to guide and stimulate students’ creative thinking, spark, lead the way stone is the implementation of scheduled teaching objectives.

### **5.3 Reasonable combination of research teaching and teaching**

Emphasis on research teaching is not meant to totally negate the acceptance of teaching. Although the tradition and teaching of knowledge, the drawbacks of the light capacity-building aspects, but not without its merits, such as knowledge of the systematic and adequate amount of information. Research teaching provide students with enough time and space to explore and think about and ask questions, analyze problem and solve the problem, so tend to inhibit teaching teachers’ role of lead to the learning of linguistic knowledge in the classroom and lack of systematic and logic. Therefore, Research teaching can not be the whole separate use, must accept the teaching to match teachers to the reasonable distribution of knowledge points to explain and let the time of self-learning seminars, to ensure knowledge transfer and the ability to cultivate correctly.

## **6. CONCLUSIONS**

Research teaching in the senior English classroom is an effective way of English teaching reform, the specific implementation process, teachers should be on the basis of in their own research study to prepare carefully each lesson, import of new courses and organizations in class, for discussions to choose the right entry point, the only way to give full play to the advantage of the research teaching to maximize stimulate students’ enthusiasm and initiation to improve them to identify problems, analyze problems, problem-solving skills, which help cultivate the students’ learning ability, research capacity and innovation ability.

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