

The Construction of English Teaching Model Combining Teacher's Leadership with Student's Subject

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Abstract. The main objectives of English teaching reform is to change the traditional teacher-centered teaching model and construct a new teaching model that can play the leading role of teachers as well as fully reflect the role of students' cognitive subject. On the basis of analyzing the characteristics of constructivism teaching and learning theory, and combining with the characteristics of traditional Chinese culture teaching, this paper designs a kind of student-oriented and teacher-oriented English teaching model, which aims to improve students' enthusiasm for English learning and proficiency of English language. This paper also hopes to provide some ideas for English teaching reform.

1. Introduction

With the acceleration of the world economic and political integration process, the increasing exchanges between governments and civil society, foreign language ability has become an indispensable ability of talent in the 21st century. The formal school English teaching in our country has been existed for many years. In this historical process, the purpose of English teaching has been changed constantly with the development of society [1]. When the footsteps of history into the global village era, the exchanges between people in different countries increase frequently. In order to meet the requirements of communication between different ethnic groups and to achieve the successful realization of the interaction between different languages, English teaching should be required to move with the pace of society development.

The English teaching in our country has long been influenced by the thought of paying more attention in teaching than learning. The examination education is formed under the baton of the all kinds of examinations, which causes students to only fail to communicate in English. What's worse, essence of language learning has lost and the creative cultivation has been ignored for students.

The English teaching process is a process of combining the absolute dynamics and the relative static, the preconformity and the generality, the simplicity and the complexity. This process of dynamic complexity may change at any time. Based on the current English teaching reform, many schools and institutes are implemented by the three-dimensional teaching materials driven by multimedia network teaching. One of the main objectives of English teaching reform is to change the traditional teacher-centered teaching model and construct a new teaching model that can play the leading role of teachers as well as fully reflect the role of students' cognitive subject[2]. There is a complementarity and dialectical unity between teacher-centered pedagogy and student-centered pedagogy. Based on these theories, English teaching should adopt the new teaching model which is the combination of teacher leading and student subject.

2. Related theory and research status

2.1 Student-centered teaching model

The core content of learning and teaching theory for the student-centered teaching model can be found through an "learning generation model" proposed by an American cognitive psychologist, M. C. Wittrock. This model emphasizes the students should initiatively have their own methods in learning, interest and hobbies to obtain the knowledge by the meaning of information construction. This kind of teaching mode has the following characteristics: the student is the main body of the information processing and the active constructor of the knowledge sense. However, the teacher is

the organizer and the instructor of the classroom teaching, and provide the students with constructive help. The teaching media is the promotion tools for students' independent learning and teaching materials are not the main learning content of students. Through the independent learning method, students mainly obtain a lot of knowledge from other ways. The advantage of this model is conducive to form innovative thinking and the creative talents. More importantly, students learning is not only an understanding of new knowledge, but also contains the analysis, testing and criticism of new knowledge. The shortcomings of the model is that teacher's leading role is not fully played in the whole process, and thus is not conducive for the transmission of system knowledge, and may even deviate from the teaching objectives. At the same time, the emotional factors can not play a positive role in the learning process.

The teaching model has been affected by constructivist learning theory since the 1990s [3]. The theory emphasizes that students is the center of the teaching, and are required to transformed from the passive recipients into the main body of information processing and become the the active constructors of knowledge. The teaching theory of constructivism requires teachers to change from the transfer of knowledge to learners into the helpers, promoters who will help the students initiatively construct the meaning of constructivism. Besides, teachers should adopt a new educational ideas and teaching structure in the teaching process. This theory matches the ideal learning environment required by multimedia and network technology.

2.2 Teacher-centered teaching model

The theory of "meaningful learning", "motivation" theory and "first organizer" teaching strategy of Ausubel, an American famous educational psychologist, laid the main theoretical foundation for teacher-centered teaching mode [4]. The teaching structure is characterized by: teachers are initiative to teach, and monitor the entire teaching activities of the process, whereas, students are the external stimulus passive receiver. The teaching tools are auxiliary teaching means in English teaching. Moreover, the teaching materials is the only source of student learning content and knowledge. On the other side, the advantage of this model is conducive for teachers to play the leading role, to facilitate the organization, and to monitor the entire teaching activities of the process. It facilitates the emotional exchanges between teachers and students, which is conducive to the transmission of scientific knowledge of the system. The shortcomings are the emphasis on the "transfer-acceptance" teaching mode. In the process of teaching, the learner's indoctrination teaching mode places the learners in a passive position, and strangles the learners' subjective initiative and creative thinking to a large extent.

In the actual teaching classroom, the teachers are often bound by the lesson plans and intentionally or unintentionally transfer knowledge around the framework. Teachers can not follow the concept of the new creative English curriculum to explore the implication of the deep inside and outside the text function. Thus the teacher-led role is into a deadlock in teaching process. In many teaching lessons, teachers tend to design "guidance" scenario in advance, but in the actual teaching, there is the lack of the premise and conditions of that scene. At this point, many teachers seem blunt, and are lack of creativity to lead the situation.

2.3 Research status of the combined teaching theory

The teaching theory of "subject-dominance" combines the student-centered and teacher-centered teaching theory constructs a new teaching model that can fully reflect the student's learning role and the teacher's leading role. The student-centered theory of teaching theory is mainly constructivist learning. In the 17th century, the Czech educator Comenius first proposed the concept of class teaching system, created a teacher-centered teaching model. In the next few centuries, Bubansky's "optimization" theory, Bruner's "academic structure theory", Gagne's "connection-cognitive" learning theory and his "nine paragraph teaching method" , and Ausubel's teaching theory are all the original teaching theory based on the new view of exploration and innovation [5, 6]. But the common point is still stressed that the learning process is that the students adapt to the external environment, and the cause of learning is considered to be an external stimulus response. The teacher's task is to provide external stimuli.

Table 1. Comparison of the two traditional teaching model.

	Teacher-centered	Student-centered
Teachers	The creator of knowledge, the absolute leader of teaching	Classroom organizers and mentors are the helpers, and promoters of student constructivism
Students	The object of knowledge being taught	The active builder of knowledge
Teaching content	Decided by the teacher and teachers rely on teaching materials	Students can pick up teaching resources and can reorganize them
Teaching media	Auxiliary teaching tool for teachers	Awareness tool for promoting students' independent learning
Learning atmosphere	All rely on teachers ability and students has no passion sometimes	Students are devoted to classroom learning

3. Construction of teacher leading with student subject teaching model

3.1 The main basis of combined teaching modol construction

The basis for the construction of teacher leading with student subject English teaching model mainly includes the following aspects. First of all, the goal of English teaching is aiming at the development of all students, the full development of students and the development of students' personality. According to three deelopment goals, teaching process should firstly be oriented to all students and play the students potential as the fundamental goal. Through the self - learning ability of students, their healthy and complete personality should be constructed while improving the students basic English quality. Thus, the development of students' mind, emotion, attitude and values will be promoted and the comprehensive humanistic quality is improved at the same time. Second, the change of student learning style and the reality of Chinese teaching should be the first-considering points. It is important that the change of teachers' teaching methods is the premise and guarantee of the change of students learning style. It is necessary to change the situation which teachers, classroom and books are set as the teaching center and the students accept the knowledge. In addition, teachers must base on the reality of Chinese teaching to learn foreign language rules and characteristics to build in line with China's national conditions of the new teaching system. The formation of comprehensive language ability is based on the integration of students' language skills, language knowledge, emotional attitudes, learning strategies and cultural awareness.

By this English teaching mode, students can form a comprehensive use of language skills, to lay the basis of real language communication through a large number of special and comprehensive language practice. Figure 1 inllustrates the relationship of English abilty level and subject learning and teaching process. The five aspects of the language knowledge include voice, vocabulary, grammar, function and topic. In addition, emotional education can help students to enhance learning motivation, adjust learning attitude, establish self-confidence, so that they really become the master of English learning. More important point is that the learning cognitive strategies, regulatory strategies, communication strategies and resource strategies must be trained to enable students consciously mobilize their emotions in foreign language learning to adjust and control their own learning process. Besides, it will be full of great help if students understand foreign culture. This helps to deepen their understanding of national culture and cultivate world consciousness

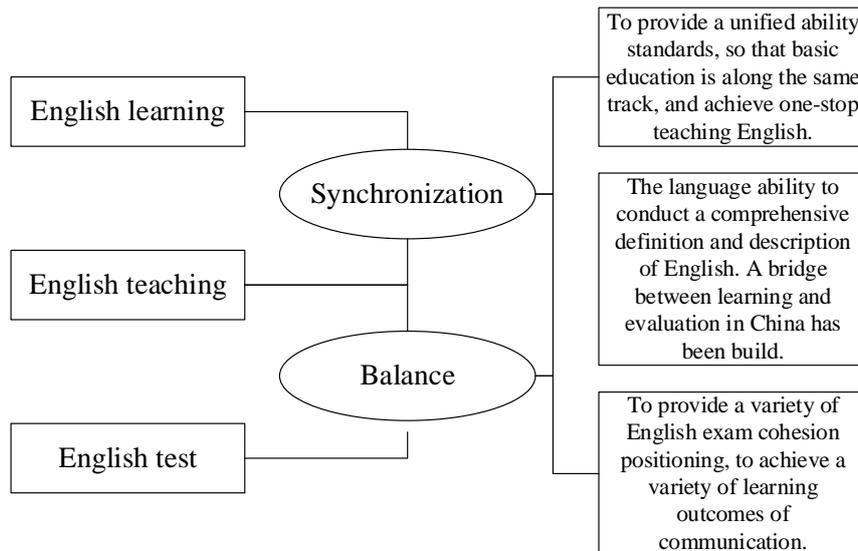


Figure 1. The relationship of the teacher leading and student subject learning with English ability.

3.2 The design of the teaching model

The teaching model of teacher's leadership and student's subject refers to the integration of the elements of the teaching process using the theory of system theory, communication theory and learning theory under the guidance of the new era English curriculum concept. And also, the teaching elements are systematically arranged to interconnect and interact with each other. Incentive mechanism, competition mechanism and cooperation mechanism are brought into classroom teaching to create a harmonious and democratic teaching environment. This model composed of the school curriculum objectives, multi-version of the teaching content, reasonable teaching process, effective operation steps and scientific evaluation system structure [7]. All of the methods and mechanisms will help to forming a teacher-student interaction process and each student has the desire to seek knowledge and even find satisfaction and success. And what more important is, in this newly teaching process, students are taught to learn the way of learning, and thus the "autonomy, cooperation, inquiry" classroom teaching philosophy has been built.

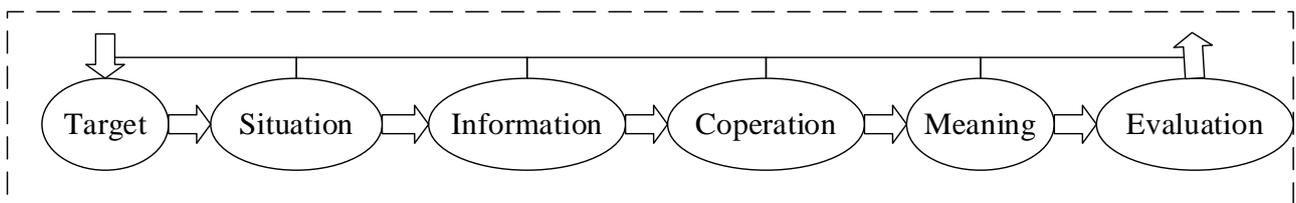


Figure 2. The teaching process of the teacher leading with student subject teaching model.

As shown in Figure 2. Students play the role of the subjectivity, which will determine the learning objectives after the establishment of teaching objectives and adapt to the real learning situation in the teacher's guidance and organization; then students use multimedia technology and traditional means to find learning objectives associated with a variety of information resources; and then students discuss in the form of group, and share their views and views, thus the in-depth discussion will continued to find the problem. Gradually, the meaning of the construction of knowledge will be completed. Finally, in the teaching evaluation of this link, the test content should be able to effectively test students' understanding and mastery of the basic concepts related to cultural learning. The guidance role of teachers is that teachers should have a good knowledge of the teaching content before before the class, including a thorough understanding and design of the content. In the teaching program, there must be some content that can cause students strong desire of English learning. Gradually, students will be guided to understand new things, to learn new knowledge, to exercise their thinking and also to stimulate their sense of innovation under the principle of the right

teaching model. It is worth noting that the domainted teaching model is very rich. The combined model can introduced more than a dozen teaching methods into the English teaching classroom, including the audiovisual, listening and speaking, situational, talk, discussion, setting the law, to form an organic combination of optimization teaching methods. This model can consider student subject as as a breakthrough, and it can be well formed to facilitate the inspiration, to guide students to actively participate in the optimized teaching model. The tacit understanding and lively classroom teaching atmosphere is formed between teachers and students, which is conducive to guide students to master knowledge, to stimulate imagination and to trigger their creativity.

3.3 Practice of the constracted teacging model

According to the above theoretical basis and the detailed model design, a preliminary classroom teaching practice on the teaching model of "teacher's leadership with student's subject" is performed in this research in order to cultivate the different degree of English learning ability and the different stages of English teaching. Specifically, the teaching mode of practice has built the relatively complete classroom operation framework embodying the basic characteristics of autonomy, cooperation and inquiry. So students can develop and learn better in the autonomic and cooperative atmosphere. We have conducted a practical study on the students' English reading teaching courses, and put forward a combination of reading and teaching mode [8]. The combined reading teaching model in and out of class refers to the students have mastered the reading strategies and skills which will be applied into reading under the guidance of teachers. For that basis, in addition to the main reading, more reading should be increased and more accesses should be expanded to gain more information. By this way, students will continue to acquire language information and also cultivate students' reading ability and habits.

Table 2. The teaching process for the sentence meaning guess contest.

Teaching procedures	Teachers activities	Student activities	Goals
1	Show a short paragrapg in the teaching book which we have done before and ask students to guess the meaning of the sentence.	Guess the meaning of the sentence	To guide the main topic of the contest for students
2	Ask students to tell us the way to guess	Tell the way of guessing	To inspire students to participate the contest
3	Show some related sentences and explain three strategies for guessing the sentence meaning	Have a good knowledge of the topic	To have a familiar with methods for sentence guessing
4	Show some simple reading exercises	Practice in racing	Practical applicaton
5	Summarize the key point of the contest	Recall the point of the contest	Knowledge consolidation

The basic methods and operations of English reading teaching model are as follows: First, a reading mechanism must be established to ensure that the implementation of the reading task. The program expanding the extracurricular reading should be included in the routine arrangements of teaching activities, so that students will carry out reading practice with purpose. One of the important rule is that the regular inspection must be on going. Extracurricular reading materials mainly are chosen by teachers. And generally, the interesting and different levels of subject articles are chosen

as reading materials and extracurricular homework. For example, a good reading words comprehension contest can be carried out in the classroom every two weeks. Table 2 shows an example of the practice of the combined reading teaching model in English reading test. When carrying out extracurricular reading, teachers should also strengthen the guidance for students in the classroom. Because text teaching is the main position to develop students reading ability compared with expand extracurricular reading. In the classroom, teachers use the text and teaching materials as supporting reading materials and prepare the extracurricular articles from shallow to deep. By the intensive reading way, the exchange and interactive modes are used to guide and train students to master the correct reading and basic reading skills, and cultivate the the ability to obtain information from analysis, reasoning, synthesis and induction.

4. Summary

The core of the teacher leading with student subject teaching model is the transformation from the traditional teaching mode that teachers teach students with teaching materials into the teaching theory that teachers and students teach both with textbooks through the media. Teacher has become the facilitator, the participant and the instructor of the learning activity. Teacher leading with student subject English classroom teaching model has turned the national curriculum standards from the theoretical level into the specific operation of English classroom teaching and this model reflects the the basic characteristics of inquiry, autonomy and cooperation. This teaching model is close to the actual teaching practice in China, which is helpful to solve the specific problems of classroom teaching in the practice curriculum reform. It provides a practical demonstration for the promotion of English curriculum reform.

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