

The Application of Multiple Interaction Strategy in College English Graded Teaching

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Abstract: According to students' actual situation in Huaiyin Institute of Technology, the author and her teaching team apply multiple interactive strategy into college English graded teaching to arouse the dominant and recessive factors which may be associated with college English teaching as well as the teaching management. The purpose is to improve and perfect college English grading teaching curriculum, classroom teaching, assessment system through multiple interactions from the perspective of cognition, emotion and practice. The teaching experiment and data analysis verify that the application of multiple interaction strategy plays a positive role in college English grading teaching.

I. Introduction

To comply with the trend of globalization of education, the Ministry of Education puts forward three levels of aims of college English teaching, that is, general aim, higher aim and highest aim. To achieve these aims, Huaiyin Institute of Technology introduces multiple interactive strategy into college English graded teaching according to students' practical language level, the professional subject characteristics, as well as the need of the personal future development. At the same time, the dominant factors and implicit factors related to teaching and management should be activitized and interacted with each other to improve college English graded teaching.

The multiple Interactive teaching strategies has been developing at home and abroad for a long time and has made great contributions to the development of education in China and the west. The concept of multiple interaction strategy mentioned here is different from traditional teaching interaction. It breaks the traditional dominant teaching interaction between factors, such as one-way or two-way interaction between teachers and students. It extends the traditional classroom interaction into extracurricular activities, independent learning platform and network. In view of the outstanding characteristics and great advantages of interactive teaching, Huaiyin Institute of Technology applies multiple interaction strategy into practice to improve the teaching effect of English graded teaching.

2. Application of Multiple Interactive Strategy in College English Curriculum

The Ministry of Education requires that universities and colleges should formulate curriculum system according to their own actual situation and characteristics, provide technology, culture, literature, academic and professional English courses so as to strengthen college students' comprehensive ability. College English curriculum should represent internationalism, comprehensiveness, individuality and modernity.

The college English curriculum courses of Huaiyin Institute of Technology is mainly based on the above principles. On the basis of the general English courses, more subsequent elective module are added. General students choose reading, writing, listening courses; students who intend to go abroad can take IELTS, TOEFL courses. Students with specialty can choose Spoken English, Translation and language practice courses; Those who want to look for employment can take Business English and Tourism English; students with excellent English can take courses about

Chinese and Western culture, English Contest, English for General Academic Purpose and so on. All these courses reflect the following various interactions without exception.

2.1 Interaction between Language and Culture. In the past century, linguists in the east and west have been studying on how to blend language and culture teaching together scientifically. Hu Shi, a Chinese scholar, once said that learning a foreign language is to learn foreign academic thoughts eventually, so “thought” and “words” should be taught together. Byram&Morgan also pointed out that the goal of foreign language teaching is to make different cultures understand and blend each other, constructing a new concept different from native language and target language culture.^{[1]60} Kramsch stressed that we should regard the language and culture as an organic whole, with an emphasis on the importance of cultural input.^{[2]57}

In recent years, Huaiyin Institute of Technology has set up English courses about British and American society and culture, International Etiquette, Science and Technology English, Business English, English Newspapers. These selective courses can enhance students' English cultural and cross-cultural communication ability, get students acquainted with the political, economic, social, cultural, and technological situation in English speaking countries.

2.2 The Interaction between Language and Speciality. To realize the interaction between language learning and specialty, Huaiyin Institute of Technology establishes EGAP (English for General Academic Purpose) courses such as academic reading, writing, translation, speaking and listening, etc. Through learning these courses, students can make presentation, understand standard terminology, obtain professional basic vocabulary, read professional literature and translation. EGAP is interdisciplinary, suitable for different students, and provides a basis for academic research practice. EGAP courses are elective courses, students can choose the courses according to their own professional development and their own needs.

2.3 The Interaction between the Target Language Learning and Practice. For students majoring in business, tourism, management, and other speciality, Huaiyin Institute of Technology creates more authentic language environment, aiming at developing students' language communicative competence. In the simulation and practical training, students' comprehensive language application ability will be improved through special language training, comprehensive training and practical training, so as to make a solid preparation for their future work.

3.Application of Multiple Interactive Strategy in Graded Classroom Teaching

3.1 The Interaction in Introduction. Professor Howard Gardner in his paper “Theory of Multiple Intelligence” argues that cultural introduction should aim at stimulating students' understanding and interest. Most importantly, the contents that teachers will teach should be closely related to students' intelligent structure. When teachers introduce a new lesson, they should consider it from multiple perspectives such as language intelligence, naturalist intelligence, logical-mathematical intelligence, interpersonal intelligence and so on. Teacher can introduce a new lesson through movies, English songs, speeches, animation which can arouse students' interest immediately. So through such materials, teachers create a situation and introduce the culture related to the target language, which will help students accept the new culture in the cultural collision and understanding; To higher levels of students, teachers may pose more professional topics and even references of issues related to the major that took place at home and abroad, to make students much closer to what they learned. Teachers are encouraged to use a variety of introduction, to activate more intelligent factors in students as much as possible, and make them interactive together, comprehensively stimulating students' potentials in the end.

3.2 The Interaction between Text and Context. In graded English teaching, teachers create a multi-interactive language learning environment through the interaction of text (text) and external (context) teaching. Kramsch argues that the teaching design is the key of the language teaching. In addition, all these factors such as teaching aims and ideas, teaching contents and methods, teaching conditions, the role of the teaching subject, interaction frequency, etc. are concentrated in the

classroom. So through creating language context, teachers provide more opportunity for students to think, communicate and explore.^{[3]29}

According to this theory, college English graded teaching creates the multiple interactive learning environment to maximize intelligence advantage of students at all levels. Teachers employ the multiple interaction mode according to students' intelligent features and the teaching contents, with students as the center through the alternating interaction among the subjects of teaching and strengthening the input of internalization. This mode focuses on the process of interaction and meaning expression. And language material and context should be practical. For example, in regular class, there are activities such as dialogues between teachers and students, group discussion, student's presentation, role play, and so on. In the experimental class, teachers can also arrange the seating according to the theme of the teaching, such as the debating along two sides, the round table, the BBS pattern, and even the change of teaching location, to encourage students to think actively and speak enthusiastically.

3.3 Interaction between Different Teaching Methods and Means. *Group interaction drives all kinds of interactions.* Linguist Long argues that group interaction can encourage students to participate in communication; it can provide students with equal language learning and practice opportunity.^{[4]62} Through the cooperation between the team members, students can improve their oral English. Teachers can work with students and encourage collaboration between students, solve the problem at the same time for each other while providing more effective information processing to stimulate interest and potential, and to improve the internal validity of the language.

Set up various open-ended questions in a timely and strategically appropriate way to promote the multiple interaction in the class. Teachers in the class alternately use more evaluation, judgment and discussion; this kind of open questions, due to a variety of answers, will extend the students' answer time, further strengthen language output. According to David Nunan, a world famous linguist, if teachers wait for three to five minutes or more after asking questions, more students will be involved in class activities.^{[5]63}

The mixed use of verbal Language and nonverbal Language promotes interactivity. The first point is the proper use of verbal language in classroom teaching. The use of questions in classroom teaching can increase the interest of students, enhance students' language output, and improve the frequency of classroom interaction. The second point is to use nonverbal language appropriately. "65%-70% of the information is obtained by non-verbal language."^{[6]70} Eye contact is crucial in classroom teaching, which can convey a wide variety of meanings, or praise, or encouragement. A teacher's smile, eyes, nods and gestures can give students great satisfaction.

4. Multiple Interaction in Classroom Evaluation System

4.1 Multiple Interactions and Multiple Evaluation Subjects. In addition to the teachers as the main evaluators in the teaching process, the group, the individual and the team leader are also involved in the evaluation process. The group is the main unit of classroom activity, not only to be evaluated, but also to evaluate other groups. They evaluate the organization of the group activities, the interaction of the group members, the effectiveness of the problem solving, and the sense of team cooperation. The team leader evaluates the participation, cooperation and contribution of the team members. So teachers should encourage more students to participate in classroom activities such as evaluation, material collection and information exchange, which can improve their confidence and motivation, making them eventually become effective learners.

4.2 The Interaction between Multiple Class Evaluation Indicators. Evaluation indexes mainly include: ① *Degree of student participation.* According to students' active initiative and the effectiveness of participation in class activities, they are rated as 5 points. 5 points means very positive and effective; 4 points means positive and effective; 3 points means generally positive and effective; 2 points means not active and effective; 1 point means very negative and effective. ② *The ability to accept language input.* Different students have different ability to understand the information of the corpus. So teachers should get to know the internalization of students through the

multi-channel feedback so as to make the next teaching target. ③ **The quality of language output.** Through recording the fluency, language output, grammatical errors and logical clarity of students' oral expression in class, teachers can judge the validity of classroom teaching. ④ **Ability to innovate.** If students can be clear, unique and creative when encountering new problems.

4.3 The Interaction of Multiple Evaluation Strategies. Evaluation is a process, and the purpose of the teacher is to obtain accurate results through classroom evaluation, and to conduct effective communication so as to maximize the students' success in academic success. Common evaluation strategies include affirmative evaluation, participative evaluation and heuristic correction. When teachers have a positive assessment of the students' excellent performance, their tone should be moderate. "Comprehensive, objective, scientific and accurate evaluation is important in achieving of teaching aim of the course."^[7]³⁴ When praising students, teachers should pay attention to eye contact at the same time, make the student truly feel their progress. When teaching class B, teachers should use more positive evaluation. When commenting on students whose language ability is higher, teachers should not use simple expressions such as excellent, amazing, very good, well done, etc. The praise to students should be specific since students who are good at learning wonder to know if the teacher understand and even agree with his opinions. Krashen's Affective Filter Hypothesis pointed out, "The relationship between teachers and students, students' confidence and interest in foreign language learning are the three foundation stones of success."^[8]⁵⁵ Teachers should pay attention to the emotional factors of input filter function, try to protect students' self-esteem, self-confidence and interest, to internalize language input. When students make mistakes, teachers should try to avoid the negative evaluation. They should use heuristic method of error correction to help students find and solve the problem. In class teachers should evaluate each student as far as possible. Teachers' use of classroom assessment aims to promoting the learning behavior, motivating them to participate in classroom activities more and complete the study task.

5 Conclusion

The Innovation of this paper is to apply multiple interactive strategy into college English grading teaching, not only focusing on dominant factors, but attaching great importance to the interaction between dominant and recessive factors. In the past year, Huaiyin Institute of Technology conducted an experiment and applied multiple interactive teaching strategies into the English grading teaching mode, curriculum setting, classroom teaching, teaching methods and evaluation system. The data analysis shows that the scores of experimental class got improved evidently; students have a positive attitude towards English study. The interactive strategy do help to motivate and cultivate autonomous learning ability, thus improving their academic performance and finally improving the validity of college English grading teaching.

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