

Exploration and Analysis of the Reform of English Teaching Mode in Division Classroom in Colleges and Universities Under the Network Environment

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Abstract—Aiming at the main problems existing in college English classrooms, combined with the advantages of lecture-based classrooms and discussion-style classrooms, a new model of classroom teaching reform called “division classroom” was proposed. The core idea of the division classroom is to allocate half of the classroom time to the teacher for teaching, the other half to the students for discussing, so that students can arrange their own learning time after class and carry out personalized internalization. The corresponding assessment method emphasizes process evaluation and focuses on different learning needs. The pilot teaching shows that the English division classroom effectively enhances the initiative of students’ learning and the teaching effect is good. The division classroom may be a college classroom teaching model suitable for China’s national conditions, which deserves further trial and promotion.

Keywords—*exploration; reform analysis; division classroom teaching model; colleges and universities; network environment*

I. INTRODUCTION

With the rapid development of network technology and social economy, the number of students in colleges and universities in China has increased year by year, and the educational level of the society has been greatly improved. According to statistics, since the resumption of the college entrance examination in 1978, the number of college enrollment has been increasing. In May 1999, China’s Ministry of Education began to expand the enrollment of higher education, and higher education entered an era of unprecedented development. From 1999 to 2002, the average annual rate of enrollment in colleges and universities was 42.4%, and in the 20 years from 1978 to 1998, this index was only 5.1%. In 2015, the total number of students enrolled in colleges and universities nationwide increased by about 20,000 from 2014 [1]. However, the expansion of enrollment has also brought a lot of problems. First of all, students have different learning abilities and master knowledge is slow and fast, so teachers must reduce the speed of classroom teaching and test standards. Secondly, students’ enthusiasm for learning is not high, self-discipline is not strong, and often occurs in the classroom without listening to classes, playing mobile phones, watching computers, and even skipping

classes for a long time. Finally, the environment in which the students live is changing. It is difficult for students who are growing up in the era of information fragmentation to stay focused for a long time [2]. In response to this phenomenon, the university teaching method needs to be reformed, and the process of knowledge transfer should not be solidified into a certain constant teaching mode. Instead, students should be able to choose different flexible teaching modes according to their own learning level. The dichotomous classroom teaching model is a new type of university classroom teaching model created based on this purpose.

II. THE PROPOSAL OF THE DIVISION CLASSROOM

Since 1999, China’s higher education has expanded on a large scale. After more than ten years of development, the total number of college students in China reached more than 30 million in 2013, and the gross enrollment rate is close to 35%, achieving an unprecedented speed of the transformation of education from elite education to the public. However, behind the huge scale, there has also been a problem of reduced quality of education. At present, the rate of absenteeism in colleges and universities is high. It is quite common for students to play mobile phones and watch computers in class, and not to listen carefully. Teachers have to lower their academic requirements and often fail to complete basic teaching goals. The effect of university teaching is not good. There are problems in students’ learning motivation and self-discipline, and there are also problems in teachers, especially young teachers. To some extent this is a reflection of the current environment and the status quo of society. The society is impetuous, and students learn utilitarianism; colleges and universities focus on scientific research and light teaching, teachers lack motivation and lack of time and energy. Classroom is the main place for teaching activities, and classroom quality is a decisive factor in the quality of teaching. In the Internet age, the channels and methods for college students to acquire knowledge are diversified. In terms of diversity, interest, and timeliness, the knowledge taught by teachers cannot be compared to the Internet. University classes are often two or three consecutive sessions. It is difficult for students who have grown up in the age of information fragmentation to

keep their attention to teachers for a long time. Humorous, funny, and performance-oriented lecture styles can attract students, but the teachers who can do it are a minority. In terms of concept, today's entertainment resources are very rich, teachers are not actors, education is not entertainment, teachers cannot, and should not be the key to improving the quality of teaching. The high emphasis on the performance class reflects the boring and dullness of the current lecture class from the opposite side.

In addition, with the development of domestic higher education and the deepening of foreign exchanges after the reform and opening up, China has accumulated and introduced a large number of excellent textbooks. However, in the process of using these textbooks, many teachers may be in an embarrassing situation that can be called "textbook paradox": If a course has excellent textbooks, is the teacher in the classroom, or not? Excellent textbooks have condensed the teaching experience of the teacher for many years, surpassing the teaching standards of most teachers in the course. According to the textbook, only the faithful presentation of the materials in the book can provide a complete and rich teaching content. However, if the students see the wonderful teaching of the teacher is the presentation of the materials on the book, they will feel that the teacher's textbook is not high. If you don't follow the book, teachers need to present alternative materials or add content, the effect may not be good, and it will increase the student's learning burden.

At the root of it, the premise of good teaching results is that the content taught by teachers is deep and systematic, rich and novel, and it is difficult for students to obtain from other sources. When the knowledge provided by the network and textbooks far exceeds the average teacher in these aspects, the attraction of classroom teaching will be greatly reduced, and it will become a chicken rib for students to learn. One-sided emphasis on improving teachers' teaching ability is an excessive requirement for teachers and does not grasp the essence of the problem. One of the main goals of university teaching is the cultivation of thinking ability and exploration spirit, which has always been a weakness of traditional teaching. This defect is more clearly exposed when the knowledge transfer of traditional teaching is significantly reduced. Traditional teaching is guided by teachers, and the presentation of the established content is completed. The use of various methods is to guide the students to cooperate, absorb the content taught by the teachers, and think according to the teacher's ideas. In traditional classroom teaching, teachers are instilled in one direction, and students follow passively. They cannot actively participate in knowledge construction or try to solve problems and the cultivation of thinking ability and exploration spirit cannot be implemented.

Combining the advantages of traditional classrooms and discussion classes, we make a new classroom teaching model called "division classroom". The core idea of the halve class is to assign half of the class time to the teacher for teaching and the other half to the students to conduct interactive learning in the form of discussion. Similar to the traditional classroom, the division classroom emphasizes the first-

school teaching, the teacher teaches the first, and the students learn later. Similar to the discussion class, the division classroom emphasize the interaction between students, teachers and students, and encourage independent learning. The key innovation of the class is to stagger the teaching and discussion time, so that students can arrange their own study for a week after class, and carry out personalized internalization. In addition, in the assessment method, the classroom evaluation emphasizes the process evaluation, and pays attention to different learning needs, so that students can determine the investment in the curriculum according to their individual learning goals. The dichotomy class divides the teaching into three processes that are clearly separated in time, namely, presentation, and discussion. Therefore, the division classroom can also be referred to as the PAD class. In the spring semester of 2014, an initial attempt was made in an undergraduate course and a postgraduate course, and good results were obtained. The details are described below.

III. THE PRACTICE OF "DIVISIONAL CLASSROOM" IN COLLEGE ENGLISH CLASSROOM TEACHING

College English is a compulsory public foundation course for non-English majors. It aims to cultivate students' comprehensive language application ability and improve their overall quality. It can improve intercultural communication ability by learning basic knowledge such as listening, speaking, reading, writing and translating. As a language teaching, college English is different from other humanities, and it focuses on the interaction between teachers and students and the practice of students. However, with the rise of college enrollment, modern educational technology and multimedia technology, the college English class has been greatly impacted. In the case of an increase in the number of students, a large class, and a reduction in class time, due to the pressure of teaching time and teaching tasks, college English teaching can only adopt a method based on teachers' teaching of language knowledge. Teachers combine texts to explain words, grammar, and translation. Wait, students rarely have the opportunity to practice listening and speaking. This teaching mode does not follow the characteristics of English, and violates the law of language teaching. Teaching mainly stays at the level of vocabulary and grammar. It lacks the ability to train students in discourse analysis and cross-cultural communication. Students' opportunities to participate in the classroom are all little, not to mention cultivating and tapping on their ability to learn independently. This kind of teaching mode suppresses the initiative and enthusiasm of students' learning, and ultimately leads to the embarrassing effect of "labor and inefficiency" in college English teaching. "Divided Classroom" provides a new perspective for the reform of the college English classroom teaching model. So how do you combine the characteristics of college English to conduct "choice" in the classroom? In the teaching practice, the author draws on the core concept of the dichotomy classroom and explores the teaching mode of the large class.

Similar to the traditional classroom, the emphasis on the classroom emphasizes the first lecture, the teacher's lecture is an indispensable link, but in the process of teaching should

pay attention to the degree of control, so do not exhaust. The current college English classroom teaching is mainly based on the subject texts as a carrier. Through the explanation and practice of the text content, the students' comprehensive ability in listening, speaking, reading, writing and translating is comprehensively cultivated. According to the teaching practice, the author divides college English classroom teaching into six knowledge modules: key vocabulary, cultural background, text structure, grammar syntax, difficult sentence translation, and subject writing. In terms of vocabulary, in addition to teaching the usage and analysis of key vocabulary, the class indicates the active words and passive words of the text so that students can learn independently. The written assignment is to let the students choose the most important three to five positive vocabulary, find usage, and write example sentences. In terms of cultural background, only the items are listed, usually two to three, and the students are recommended to the high-quality micro-courses for reference learning. The teaching of the text structure can be flexibly controlled according to the difficulty of the text. The difficult articles guide the students to complete, and the less difficult articles are left to the students to write their homework. In terms of grammar syntax and difficult sentence translation, select the long sentences in the text, explain the grammatical points, syntactic structure and translation skills in the sentence, arrange the written assignments, and let the students imitate the sentence sentences independently, at least two, and complete the right Translation of long sentences. Subject writing, the teacher guides the students to analyze the topic of the article, lists the composition framework and keywords related to the theme, arranges the assignments for the students to write under the class, the students can use the correction network to carry out their own practice, and submit one of the usual assessment results of the final assignment to the teacher through the Internet.

The specific implementation of the class is as follows: In the first week of the first week of the school, the teacher will explain the concept of the class and the actual operation method to the students. The second class will focus on the first module vocabulary, cultural background and text structure. Introduce with difficult points and arrange homework after class. After class, students use a week to digest understanding and mastery to complete their personal work. In the second week, half of the class time allowed the students to group discussion and teacher feedback summary. The remaining half of the time was taught by the teacher to focus on the grammatical structure, difficult sentence translation, and theme writing. After class, students use a week to digest understanding and mastery, and complete personal assignments. In the third week, the first class students will conduct group discussions. The second class will introduce the second unit vocabulary, cultural background, and the three major modules of the text structure to introduce the key points and difficulties, and arrange after-school homework. And so on, each classroom teaches three modules to form a form of classroom dichotomy.

Students use independent learning within one week after class, and use the resources of network multimedia, micro-courses, and MOOCs to understand and absorb the contents of the teacher's explanations, and complete the homework and post-class exercises related to the three modules. Encourage further writing of unique analysis, thinking and experience on the basis of understanding. According to the requirements of "divisional classroom", list "bright", "examination" and "help". "Sparkling" is to write the deepest and most profitable content in the process of self-learning or the most helpful experience for English learning (at least one); "Testing you" means learning through self-learning from each of the three modules. Find a point of knowledge that you understand, but feel that others may have problems, such as the use of vocabulary, the translation of difficult sentences, etc., to challenge others in the discussion; "help me" is to list at least one do not understand or have doubts The place to ask for help in the discussion. In this process, students can arrange self-learning according to their own time and energy, prepare for class discussion, fully mobilize their initiative and enthusiasm for learning, and improve their ability to think and solve problems independently.

In the classroom class, that is, one week after the class is taught, the student discussion is the main one, and the teacher guidance summary is supplemented. The whole class was randomly divided into 4 groups, which were divided into three parts for discussion, requiring all English to be used. The first part is the discussion in the group. The content of the discussion is the "bright", "examination" and "help" completed by the individual in the process of internalization and absorption. This session is 10-15 minutes. After the discussion, the team members are asked to find out the most valuable questions based on the discussion and re-determine the "bright", "test" and "help" of the group. The second part is still discussed in the group, but it is necessary to regroup, disrupt the order of the first grouping, and avoid the original group members in the same group. The content of the discussion is the "bright" and "examination" of the original group brought by each group member. "Help", the discussion time is 10-15 minutes. After the discussion, the team members are asked to summarize the new "light", "test" and "help". In these two processes, the teacher is only responsible for controlling the overall situation, supervising whether the students use English to discuss, not participating in any group discussion process, and not answering any questions. The third part is the discussion between groups. The teachers randomly check three to five groups. The speaker proposes "bright", "exam" and "help" for the whole class. The other groups are free to answer, and the problems that cannot be solved are guided by the teacher. The time is 10-15 minutes. Finally, it is a brief summary by the teacher. This process is a test of the students' self-learning process. Through the discussion in English, the students grasp the key points, solve the difficulties, have a more systematic and comprehensive grasp of the texts, and improve the comprehensive application ability of the language.

IV. "DIVIDED CLASSROOM" AND INNOVATION OF COLLEGE ENGLISH CLASSROOM TEACHING MODEL

In the traditional college English classroom, teachers often use lectures and presentations, and use blackboard or multimedia teaching tools to teach. However, students are not interested in the traditional classroom teaching mode, the learning initiative is not strong; it is very easy to go to class, or simply do their own things. In order to change the teacher's passion in the above, the students listened to the situation of sleeping in the following. The author will put forward a new innovative mode of college English classroom teaching in combination with the concept of "dividing the classroom".

Under the guidance of the concept of the sub-classroom, we can divide the teaching process into three steps: First, the teacher puts forward the teaching objectives, teaching tasks and difficulties in the teaching in the first lesson. Then, after the students conduct self-learning and solve problems encountered in your own learning. Finally, the group will conduct exchange discussions and study reports, and the teachers will summarize.

In view of the particularity of the English subject, we need to develop students' basic skills in listening, speaking, reading, writing and translating. Therefore, taking the literacy course as an example, we specifically designed the following in the teaching process.

First of all, teachers can divide each class into six groups according to the number of classes. It is best to have students with good grades and bad grades in each group. The members of each group take turns to be the team leader. The purpose is to better Promoting mutual communication between students not only helps poor students build self-confidence, but also enables outstanding students to discover new problems in the process of helping poor students. Secondly, the teacher helps the students to solve the pronunciation of the words in the text and correct the incorrect pronunciation and intonation. The teacher puts the recording first, the student follows it, and then the student is read aloud. After that, the teacher will briefly introduce the texts to be taught, arrange the learning tasks, and let the students learn the key words in the texts after class, and solve the words, grammar, phrases and sentences that they do not understand. After completing the self-learning of the text, the student must write a report which includes: first, summarizing the key words in the text, and writing the Chinese and English interpretations, preferably providing relevant examples; second, some sentences appearing in the translation text; third, inducting the main content of the article in English, and talking about your feelings and experiences when studying the text, no less than 200 words. The time for the teacher to provide students to study independently is about one week. After one week, the students will discuss and exchange the knowledge points and difficult points of the article in the classroom. The time is two classes and the team members will select out of the best homework in the group. Finally, the teacher commented on and summarized the group work. For the assessment of students' homework assignments, teachers should not only

grasp the degree of goodness, but also pay attention to not dampen the students' enthusiasm for learning. Moreover, teachers should provide positive and valuable feedback information to the students, such as where in the homework is better and where. There is still a need for improvement, and teachers should use more positive and encouraging language to evaluate students' homework.

"Divided classroom" provides a new set of ideas and ideas for college classroom reform, and also provides a new way for college English classroom teaching mode. In the traditional classroom teaching, the author deeply understands that in order to take the class, the teachers spend a lot of time and energy to do the teaching courseware, but the students in the class do not especially cherish the teacher's preparation results, passively learn to absorb knowledge. However, it has lost the pleasure of discovering knowledge and exploring the problems. Its teaching effect is half the effort. In the case of the dichotomy class, we divide the students into small groups. The students learn independently and provide sufficient self-learning time for the students. Then the group conducts discussions, and finally the teacher comments and summarizes. Different from the traditional small class discussion, in the "divorce class", the content of the group discussion is that the students are prepared, the students have clearly learned the task, discovered and explored the problem, and then discussed and communicated. The key part of the implementation of the "divisional classroom" teaching model is to let students take the initiative to participate in the study. The teacher gives up some of the class time to the students to grasp, so that the teachers and students "divide" the classroom. It is believed that the use of "divisional classroom" to reform and innovate English classroom teaching mode can not only greatly reduce the teaching burden of teachers, but also greatly promote students' interest and initiative in learning, so that students can truly become masters of learning. Classroom teaching is more energetic, achieving the effect of improving teaching quality and improving teaching.

V. CONCLUSION

In the era of rapid development of the network, the reform of the classroom teaching model requires different attempts. In the process of reform, it is necessary to consider not only the school infrastructure, the teacher team, and the characteristics of students at all levels, but also the changes in the social environment. The division classroom provides a new and different way of teaching in traditional classroom teaching, which not only fully mobilizes students' subjective initiative, increases learning willingness, improves classroom teaching efficiency, but also reduces teachers' teaching burden and psychological pressure. Although there are still some shortcomings, such as: encounter problems, students are used to asking teachers for help at the first time, rather than thinking and learning independently. There are also shortcomings in the formulation of self-evaluation and mutual evaluation standards for students in the normal assessment. However, the division classroom still provides a classroom mode that is more suitable for Chinese students

and students, and points out the direction for classroom teaching reform.

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