

Problems and management of teaching models with multiple interactions in College English

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Abstract. Teaching models with multiple interactions, based on the constructivism theory, significantly promote the communication and cooperation between teachers and students. Analysis of the processes in multiply interactive teaching models found that teachers, as the anticipators in the teaching activity, were lack of the flexibility in definition and style of manipulation, inefficient in the input and output of corpus, and undesirable for evaluation system, leading to inefficiency of teaching activity. Pre-construction of language information before classes, optimization of language communication circumstance during classes, desirable arrangement of teaching activity, and flexibility of organizing and teaching effectively stimulate students study interest, as indicated that students take initiative at teaching activity and master the obtained knowledge after classes. These may elevate the quality of multiply interactive teaching models in college English, increase students' study capability, and enhance students' enthusiasm. Appropriate comments by teachers may trigger students' interest in learning, resulting in positive interaction between teachers and students.

1. Introduction

Constructivism theory reveals that under the guide of teachers, students act as the central roles, take initiative to gain, construct, and master knowledge (Zhang, 2013). In other words, without the subjective initiative by students, whatever a teacher did for teaching activity will not better the English ability of students. It has been reported that multiple interaction has unprecedented advantages in establishing circumstance for situated learning, increasing the chance of interactive communication, and elevating the self-motivation and capability of studying foreign language (Zhang, 2011). Theoretically, such activity facilitates the communications between teachers and students, which has gained positive responses in society. However, it does not achieve the desirable results. Some students admit to fail in English exams, due to decreasing enthusiasm for studying English, which frustrates teachers' activity. Although most of textbook are wrote on the basis of topic-based, which are designed for different topics and contents interested to students. In fact, the problems in nature are not in textbooks or teaching models but the inefficient input of language knowledge and information. Multiply interactive teaching activity is systemic. Any parts fail to function properly may induce a series of undesirable effects. This article will discuss the problems and management of teaching models with multiple interactions in College English.

2. Problems of teaching models with multiple interactions in College English

2.1 Inflexibility of teaching activity

Inflexibility of teaching activity is featured as constant and stable contents for teaching, but not variable topics available for students, who will increasingly lose their enthusiasm for English study (Xia, 2013). Multiply interactive teaching models require variable styles for teaching activity and digestion of newly input language information, which increases the ability of high-level language communication. However, this does not mean to keep a constant style in different teaching contents. Different subjects in the textbooks should be treated with different styles in teaching. For examples, both 'Job and Careers' and 'Ways to Success' are the two different-style subjects in the textbooks. They should be taught and analyzed in different styles for specific purposes.

2.2 Inefficient input of related corpus

Two major types of corpus are required in teaching activity in multiple interactive classroom. One is the corpus for actively supporting teaching activity. The other is the high-frequency corpus for subjects in textbooks. To ensure the facilitation of teaching activity and the elevation of students' communicating capability, teachers are required to input enough positive corpus to construct and master language foundations. Many teachers lack the attention to the importance of corpus input before classes, or neglect to consider that students know those corpuses and how to obtain. Consequently, during the teaching activity, teachers do not provide the essential corpus related to the subjects nor require students to obtain, leading to failure of expression and digestion.

2.3 Inefficiency output of language

Most of corpus used in the English classes is limited to some common words for asking or answering questions. In contrast, the corpus relating to subjects in the textbooks is not rich, which lose the challenge for establish the circumstance of language recognition during the interaction in the classroom. However, under the condition of multiple interaction, construction of English language environment is necessary when the transformation of foreign language teaching to communication (Shi, 2009). Inefficient output of classroom language will bring negative effects on teaching. Language adaptation theory considers that language environment occurs during communicators using language. It is triggered to form by the active interactions among environmental factors and developed as the progress of communication. This suggests that teachers play a critical role in establishing language environment under the teaching models with multiple interactions. If the corpus students used in the teaching activity are limited to the mastered vocabulary, the new corpus may occur at a very low rate. This may become a barrier for students to enhance the English language capability.

2.4 Undesirable arrangement of teaching activity

Desirable teaching activity includes the engagement of all students in teaching. Asking questions and taking note are the behaviors engaged in teaching activity. Less active engagement of students may be due to decreasing interest, which is associated with constantly simple language but not any language culture or information. Other explanation can be related to unfamiliarity of discussed issues, lack of confidence, and lack of pre-study before classes. Suhomlinski (1984) suggested that intensive study desire and clear purpose are the most important motivation of study. This is closely related to the teaching activity in school and verified in the classroom. The concept confines the association of studying interest with teaching activity.

2.5 Unsatisfied comments provided by teachers

Selected topic validity, content and its organizing validity, and language expressing validity are the three major factors for effectively evaluating the teaching activity in classroom. The major function of comments on teaching activity is to correct some problems timely, provide the guidance, feedback the teaching information, and perfect teaching content. In addition, suitable comments on students' engagement contribute to the impression on the content for students, especially some achievement or progress made by students, which can significantly enhance students' confidence and stimulate their study interest. Unsatisfied comments include limited words, such as good, excellent, or not bad, without any detailed information. Systemic, objective, scientific, and accurate comments are crucial to fulfill the purpose in classes (Guo, 2013). There are many explanations and consciousness may be the most important factor, which neglect the role of comments on accelerating language internalization and elevating the validity of language input. In addition, the professional ability of teachers is also involved. Without a high-level professional ability, there are not deep comments provided for students.

3. Management of multiply interactive teaching activity in classroom

3.1 The timeliness of language information input and its effects on teaching

The input of language information, especially those understandable language information, plays a crucial role in teaching. It is the content of study and the basis of learning for practice (Pan, 2009). The more the knowledge information accumulates, the faster the language capability elevates. Thus, it is followed by the transformation of quality, which is termed as language sense construction. The input of language information should abide with the principle of foreign language studying, as indicated by establishment of language environment for delivering information to students, according to specific teaching content and students' need systemically.

Constructivists consider that the input of language information is to initiatively establish language knowledge frames and create scenes under new environment by learners (Li and Yuan, 2013). Manipulation, combination, and creation of obtained information facilitate the interaction of new information and existing information and

form new language structure (Xia, 2013b). Behaviorists show their similar ideas of language input, and so does multiply interactive teaching model. However, there is a precondition that the language knowledge should be delivered to students timely, especially when they need it most. The timeliness of language information input involves three time points, including pre-class, mid-class, and after-class.

The purpose of pre-class for language information input for student is to prepare the class, effectively establish language environment, and provide a basis for internalizing language knowledge. Consequently, students will show more confidence. Language information input in pre-class does not mean that students have mastered the language knowledge. Because it still needs a process of internalization. This requires teachers to add some information in mid-class. The features of mid-class are timeliness, euphemism, and strategy, which encourage students to engage in teaching activity. The after-class facilitates students to reveal their own deficiencies and realize the requirement for language information.

3.2 The accuracy of language information input and its effects on teaching

The input of language information is the pre-condition of output. It is necessary to input language information to students to enhance the efficiency of language teaching. The principle of language information input under the condition of multiply interactive teaching models for teachers is to know about the start-point of students, so as to process the relationship of difficulty between teaching content and language information input, guaranteeing the positive response for teaching activity.

4. Conclusion

Multiply interactive teaching models require teaching activity to be multi-lateral, multi-angle, and multi-styles. During interaction, students can obtain knowledge and information from network, according to the requirement of teaching in class. Thus, students gain more chances to study, communicate, and create cooperatively English in different style, leading to master more content and satisfy their achievement. Multiply interactive teaching models have been considered as the most effective way for teaching. However, not all teachers can operate it comprehensively during practices, and many problems occur. Comprehensive understanding and management of multiply interactive teaching models are an urgent issue to be conquered.

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