A Parallel Diversification Model of English Teaching

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Abstract

The integrity, diversity and development of the diversification model theory conform to the goal of college English teaching. Based on the parallel diversification model, it provides the comprehensive guidance for college English teaching, which helps to change teaching ideas and form the correct view of students, and provides a theoretical basis for the implementation of various teaching strategies. In recent years, some researchers have studied college English teaching methods and modes using diversification models, and achieved excellent results. However, there are few practical studies based on this theory. Therefore, this paper sorts out the diversification model scientifically, analyzes the integration principles of diversification models and college English teaching methods, presents the application strategies of college English teaching methods based on the parallel diversification model and puts forward the English teaching method based on the parallel diversification model. The practice proves that the diversified integration of English teaching method effectively improves the teaching quality.

Keywords: Parallel Diversification, Model, Integration, Concentration Ratio, Diversification Index

1. INTRODUCTION

At present, compared to college English teaching and oral English Teaching in junior middle school, although the bound has managed to get rid of the entrance pressure, part of a local university or in non English majors through college English test as the teaching goal, as the main line of examination oriented education, the urgent need for reform (Ravenscroft, Schmidt, Cook and Bradley, 2012). A kind of cultural contact English learning will need to actively cultivate English communicative ability, the basic premise is that students grasp the basic knowledge of English vocabulary, grammar, reading and writing proficiency and application, which requires good language environment (Nancy, Khanna, Arputharaj, 2016).

Because college English teaching will be the teaching time, teaching material content and fixed place restrictions can not form a perfect English language environment, so it is difficult to complete the training of non English Majors' listening, speaking, reading, writing and translation skills of the full range of work (Onwuagboke and Singh, 2016). Teachers impart knowledge to students in the forty-five minutes of class time, students focus more on listening and taking notes, rarely have the opportunity to express ability in English oral training, even speak English, also due to the tense and shy and timid psychology in the opening, teachers will not be able to give time to correct pronunciation, also cannot provide I heard about the language guidelines (Webb and Gallagher, 2016). In some English classes, problems such as dull teaching content, dull teaching design and backward teaching methods appear. The students speak English only and not applied in College English teaching, so long will be tired of College English learning, to produce psychological resistance, cannot achieve mastery, which has a great influence on College English teaching (Laing and Masoodian, 2016). The Ministry of Education promulgated the "College English curriculum requirements" in the integration of many new teaching ideas, College English curriculum objectives include not only the English language knowledge, comprehensive English skills, English learning strategies and intercultural communicative competence (Narayanakumar and Raja, 2016). The requirement points out that the classroom should reflect individual characteristics and encourage students to freely choose suitable learning materials (Bergmeir and Benitez, 2016). Thus there is an urgent need for reform of curriculum design, teaching methods, testing and evaluation standards.

Any successful education must fully consider the individual characteristics of students, which requires teachers to people-oriented, students as the teaching center, pay attention to the cultivation of students' learning ability, consistent with the different needs of students, improve their level of language use. Therefore, teachers should adjust their roles scientifically, innovate educational ideas and teaching methods, consider individual differences in the process of teaching, and adopt various teaching methods flexibly. This is also consistent with the idea of setting and curriculum teaching methods advocated diversification model theory. Individual education diversification model is put forward, highlighting the individual differences of students and different learning methods, should adopt multiple methods to carry out teaching, on the one hand to solve the problem of lack of innovation of the students' intelligence, learning strategies; on the other hand, is conducive to all students have to carry out intelligent learning.
2. THE INTEGRATION PRINCIPLES OF DIVERSIFIED MODELS AND COLLEGE ENGLISH TEACHING METHODS

2.1. Looking for A Reasonable Entry Point

The design of teaching methods should be based on the learners' learning style. Students are encouraged to use unique methods to carry out learning so as to achieve the expected goals of the course. Teachers must also carefully review the content of teaching, and make clear that these content with what intelligent model into the more appropriate. Generally speaking, students are most interested in the way of learning is the most effective entry point. Teachers should fully understand the diversified needs of students, clearly guide the direction, reflecting the characteristics of hierarchical teaching.

2.2. Creating A Diversified Teaching Environment

The teacher in the English curriculum design should provide diversified materials for students, so that students can carry out diversified exchanges, to help students get all kinds of resources, such as books, computer and network, but also provides tools for solving problems for students, such as teaching aids, computer word processing, so as to help students use multi sensory learning (Hernández-Pajares, Juan and Sanz, 2016). So we can form a diversified teaching environment.

2.3. Strengthen Cooperation and Exchange

In the cognitive structure, ability level and thinking methods, teachers have a big difference. If teachers want to solve their own problems effectively, they must seek proper cooperation methods among their colleagues. Multi model theory tells us that the cooperation between teachers can be diversified model as a basis, each teacher preparation, to discuss ways to solve problems in teaching, complement each other and work together to complete the teaching inspiration. In this way, the communication and cooperation between teachers can promote their own growth, and play a typical role in students.

3. COLLEGE ENGLISH TEACHING METHOD BASED ON PARALLEL DIVERSIFICATION MODEL

According to the different basis of students, each student's intelligence is also strong and weak, then, College English teachers should adopt flexible and diverse methods in the process of teaching, so as to meet the needs of different students effectively. With diversified model, the following teaching methods.

3.1. Communicative Approach

Communicative approach advocates communicative or cooperative learning strategies, focusing on communicative teaching activities centered on role play, group or cooperative learning activities, and creates an environment for students to use English frequently. Communicative approach emphasizes the exploration and development of students' innate learning and the ability to use language, and takes students as the center of gravity so as to cultivate students' communicative competence in using language. It changes the traditional teaching mode, stimulates the enthusiasm of students to the greatest extent, and improves the level of English communication among students (Shafiee, Nag, Muralimanohar, Balasubramonian and Strachan, 2016). This teaching method can cultivate students' autonomous learning ability, effectively stimulate students' interaction, and improve students' ability of using language.

In College English teaching, teachers can combine the teaching content and students' characteristics of the design of teaching activities, the need to focus on the cultivation of students' communicative competence, and strive to create more authentic language environment, not only stay in the understanding of the material, but also the application of the relevant text, sentence patterns, scenes of science, to guide students to participate in the activities in English. Or after class, the role, retelling texts, dialogue and other teaching methods, consolidate and enhance the expression ability of the target text.

3.2. Autonomous Learning Teaching Method

Autonomous learning includes five aspects: making learning goals, defining learning content and learning progress, designing learning methods, supervising learning process, and evaluating learning effects. The learner can take the responsibility of learning, strict management of their own learning behavior, to develop learning objectives according to the actual situation, making learning plan design and learning methods of their own accord, the strict supervision of the process and progress of learning, self evaluation of learning effect and reached the target level. Therefore, during the process of autonomous learning is responsible for and management.

The application of autonomous learning method in College English teaching needs to change the teaching ideas constantly, subvert the traditional teaching role of teachers, and create the atmosphere of classroom
learning independently, focusing on teachers. First of all, teachers should actively decentralize, encourage students to use language freely. Secondly, change the role by instilling English knowledge gradually into the organization and management of teaching. In the autonomous learning model, teachers should guide students to develop good learning habits, and tap their learning potential to the greatest extent. External teaching not only needs to create a classroom atmosphere of independent learning, but also provide students with opportunities for autonomous learning. Students can learn English by watching original English movies and starting English corner activities. At the same time, English teachers take new assessment methods to incorporate classroom interaction, extracurricular activities and hands-on language into performance assessment.

3.3. Task and Teaching Method

Task based teaching refers to students' learning in the real situation due to task driven and problem-solving process. For learners, it can encourage students to dare to communicate, create an active classroom atmosphere, and further help students learn from each other in the process of mutual influence. This method includes the values in action to help the students to form the sense of participation, cultivate interest in learning, strengthen the strategy of teaching and learning, learning is conducive to the full development of communicative teaching, comprehensive display of the social teaching activities, is conducive to the formation of a democratic and harmonious relationship between teachers and students, encourage students to form the sense of cooperation, cooperation in the process of learning more understand yourself. (Graves, Wayne, Reynolds, Harley and Danibelka, 2016)

4. APPLICATION STRATEGIES OF COLLEGE ENGLISH TEACHING METHODS BASED ON PARALLEL MULTIVARIATE MODEL

Successful English learning requires teachers to guide their potential scientifically, develop their multiple intelligences rationally, stimulate their enthusiasm for learning to the greatest extent, and thus promote their autonomous learning. Using diversified models to guide college English teaching is mainly to train students' abilities so as to obtain the best learning effect.

4.1. Strengthen Logical Thinking Ability

In the process of English reading course design, can guide the students to guess the meaning of new words according to the textual clues, clarify the basic sentence structure, finishing the meaning of the text; discourse according to provide information on the story with reasoning; the literal meaning of discourse, the logical relations between the analysis of the author's attitude and tone of science a deep understanding of the meaning of the article. In reading training, different questioning strategies are used to guide students to change logical results, so as to improve their logical thinking level. For example, guide students to understand the main idea in the reading process, or in accordance with the textual clues, such as notes of clues, synonyms and antonyms clues, context clues, serious speculation on the strange language; with the literal meaning, discourse logic relation and the detailed analysis of the author's attitude in the dark, deep meaning of. The comprehensive understanding, according to read the content description of the topic in logical order.

4.2. Nurture Creativity and Imagination

In College English teaching, the use of visualization tools such as movies, television, multimedia, icons and so on to assist teaching, is conducive to better teaching results. In the performance of the main structure of the article, you can design a flow chart or hierarchical structure diagram, is conducive to accurately grasp the main points of the text. In addition, the complex sentence structure can be analyzed by graphic method when explaining the sentence structure. Through the spatial relations in the two-dimensional plane, the artificial chart space is designed, and then the space representation is displayed. When you learn the text of the text, you can use the flow chart, matrix diagram, etc., to show the theme of the article; take a view outline analysis of narrative text, is conducive to understanding the key points of the text. The graph can also analyze some non spatial problems, such as lexical semantic relations and syntactic relations. Through space chart to solve the original does not belong to the space problem, make the learning object more image, easy to analyze the problem, further develop the imagination of students.

4.3. Actively Promote Cooperative Learning

Group cooperative learning is the best way to create the environment of interpersonal communication. In the process of learning to guide students to use the language, highly integrated language form and meaning, fully embodies the communicative significance of language learning. In College English teaching, teachers should pay attention to the cultivation of students' communicative competence, because it is the main purpose of learning language. Combined with the diversified model, teachers develop students' abilities in an all-round way. The teacher also designs some tasks that can be accomplished by using language communication for the
students, and can use situational teaching method and task teaching method synthetically. For example, in the How to Make a Good Impression, the requirements of student union Asking for help. The students want to do this task, others should actively learn how to use language, and how to change the subject, to freedom and in accordance with the appropriate response to emotional changes. Cooperative learning not only trains their English conversation ability, but also creates the real situation, so that they can improve their interpersonal communication ability.

4.4. Develop Extracurricular Activities

In College English teaching, we can take the text about environmental protection and ecological theme, help students fully understand the plant, animal and geographical environment, and combine the actual situation to explore. For example, in the Unit 2 Section A Environmental Protection Throughout the World, helps the students personally observe the quality and vegetation of air and water, in this premise, the written observation notes, research the content of the text. Parallel model diversification theory provides the ideological basis of teaching students in accordance with their aptitude for us, to create an open platform for the implementation of individualized education, which is conducive to better carry out the teaching of teachers, and students' individual needs good adaptation, enable students to obtain the healthy development; at the same time greatly challenges the traditional teaching methods lag, improve the level of College English teaching.

4.5. Showing "learning by doing" in English Teaching

English teaching should be for students to create a dynamic learning environment, guide the students to move, the current primary school, junior high school and senior high school English classroom teaching has been introduced into the game, which is the largest demo game, can body language, spoken and written language for students with rigorous training, language and body height, fully coordinated with the movements and facial expressions. But college English learning rarely designed physical activity content. At present many materials will be added to the classroom teaching content, but rarely use the students' body language activities, which requires teachers to design carefully in preparation, take the teaching content to build dynamic environment, create opportunities for students to use body movements. Teachers encourage students to use body language to show ideas, and also help students to observe and understand with the help of original video tapes, and analyze the differences between English and Chinese body language. For example, when learning Body Language, Gestures, students need to collect English and Chinese body language widely, and accurately express it.

4.6. Constantly Strengthen the Influence of Language Sense and Language Culture

College students have accumulated a lot of experience of foreign language learning, also has a voice is more abundant than students with vocabulary knowledge, through English songs, not only cultivate the students' ability to understand music, but also on the pronunciation, grammar and vocabulary effectively consolidate, the greatest degree of cultivating the students' interest in learning English. Through the teaching materials or extracurricular music materials, highly integrated music and teaching knowledge, actively cultivate the language sense such as classical songs, moderate application in the classroom can effectively alleviate fatigue, active teaching atmosphere

As teenagers love music very much, it is helpful for students to master the language materials quickly by using music to enliven the classroom atmosphere and cultivate students' interest in learning English. At the same time, English songs are regarded as an important carrier of English culture. As the medium of learning language, English songs can help students appreciate the music while mastering vocabulary knowledge, and strengthen the influence of language sense and culture. The teaching methods include listening to the theme background music, singing English songs closely linked with teaching materials and real life. Teaching steps: listen to the songs carefully, display the lyrics, analyze the grammar, syntax and Related words contained in the lyrics, understand the content of the lyrics deeply, and then learn to sing.

5. DIVERSIFICATION MODEL

The teaching method is diversified and the classification vector is

\[ A_j = \sum_{i=1}^{n} q_i a_{ij} \quad j=1,\ldots,m \]  

The diversity index of teaching method is
The concentration of teaching methods is

$$H_R = \sum_{j=1}^{m} I_{Rj}^2$$

(3)

Diversification index of learning effect

$$I_{Mj} = \frac{S_j}{\sum_{j=1}^{m} S_j}$$

(4)

The concentration of learning effect is

$$H_M = \sum_{j=1}^{m} I_{Mj}^2$$

(5)

The comprehensive ability diversification index is

$$I_{RMj} = \frac{I_{Rj} I_{Mj}}{\sum_{i=1}^{m} I_{Ri} I_{Mi}}$$

(6)

The concentration degree of comprehensive diversification is

$$H_{RM} = \sqrt{\sum_{j=1}^{m} I_{RMj}^2}$$

(7)

The comparison between the traditional teaching theory and the constructivist teaching theory is shown in Table 1.

**Table 1. Comparison between the traditional teaching theory and the Parallel Diversification teaching Model**

<table>
<thead>
<tr>
<th>Category</th>
<th>Traditional teaching theory</th>
<th>Parallel Diversification teaching Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching mode</td>
<td>Teacher-fronted and student-supplemented</td>
<td>Student-fronted and independent learning</td>
</tr>
<tr>
<td>Role of teacher</td>
<td>Knowledge transmitter and inculcator</td>
<td>Knowledge guider</td>
</tr>
<tr>
<td>Role of learner</td>
<td>Passively accepting</td>
<td>Self-construction</td>
</tr>
<tr>
<td>Knowledge concept</td>
<td>Static, objective and confirmed</td>
<td>Dynamic, subjective and context</td>
</tr>
<tr>
<td>Learning form</td>
<td>Individual learning oriented</td>
<td>Interaction between teachers and students, interaction among students</td>
</tr>
<tr>
<td>Learning process</td>
<td>Passive absorption and repeated practice</td>
<td>Active exploration and self-discovery</td>
</tr>
<tr>
<td>Learning motivation</td>
<td>Extrinsic motivation oriented</td>
<td>Intrinsic motivation oriented</td>
</tr>
<tr>
<td>Teaching media</td>
<td>Teaching methods and means of teachers</td>
<td>Self-learning and exploration tools for students</td>
</tr>
<tr>
<td>Teaching process</td>
<td>Transmitting and inculcating of knowledge</td>
<td>Processing and transformation of knowledge</td>
</tr>
<tr>
<td>Teaching contents</td>
<td>Teaching material oriented, stressing intellectual development</td>
<td>Combining with teaching materials and cultivating the integrity of personality</td>
</tr>
<tr>
<td>Teaching evaluation</td>
<td>Termination evaluation</td>
<td>Combination of termination and process evaluation</td>
</tr>
</tbody>
</table>
5. CONCLUSIONS

Through the analysis of this paper, it shows that the individualized teaching idea of parallel diversification model conforms to the autonomous and exploratory teaching concept advocated by College English teaching. The design of College English Classroom Based on the parallel diversification model emphasizes the individuality of students and the situational teaching method, which is a popular teaching method in foreign language teaching. The diversification model is mainly the teaching method which stimulates the thought constantly and is not invariable. It is also the theoretical basis for the continuous innovation of College English teaching.

REFERENCES


