

# ***On the Research Teaching Model of College English Based on Participatory Design***

**Jiahuan Xu**

*Liaoning Communication University, Shenyang, Liaoning 110036, China*

*tinty118@163.com*

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**Abstract:** This paper aims to explore a new model of “research-based” teaching model reform of College English (CET) based on the reform of teaching methods and the use of participatory teaching design. In order to stimulate students' initiative and creativity, teachers help students find, analyze and solve problems in the process of students' learning. Research teaching is one of the effective teaching methods to cultivate college students' innovation ability, practical application ability, scientific research ability and communication and cooperation ability. At present, the application of research teaching in teaching practice of some disciplines and specialties in colleges and universities provides a reference for CET curriculum and teaching reform. It is one of the ways to verify the effectiveness of CET research-based teaching by conducting action research and analyzing and summarizing students' feedback information in the process of research-based learning. This paper tries to cultivate students' interest in learning, improve students' academic achievements and improve teachers' teaching quality by means of participatory teaching, and regards it as the teaching task of CET teaching.

## **1. Introduction**

Nowadays, with the continuous development of economy and society, the ties between countries are getting closer. English is currently the most widely communicated language in society, and it is also an indispensable communication tool in our real life. Therefore, learning English well has become the need of the times [1]. Regarding the current problems in CET teaching, some methods and methods are adopted as measures to improve its teaching. At the same time, it is the task of every university teacher to improve the teaching mode of CET and improve its teaching methods [2]. People have made some theoretical discussions on the introduction of research-based teaching into CET teaching. These discussions mainly focus on the comparison between CET research-based teaching and traditional teaching, and unanimously believe that CET research-based teaching can improve students' research ability, innovation ability, problem-solving ability and teamwork ability to a certain extent. The research on practice process and effect is blank, especially the lack of some empirical research [3]. Therefore, this paper puts forward the method of “participatory” teaching to discuss the research-based teaching mode of CET, and strives for teachers' earnest exploration, continuous innovation and hard research in the teaching process to improve the teaching quality and teaching efficiency of CET, as well as cultivate students' innovative thinking and interest in

learning. And the ultimate teaching goal is to cultivate students who follow the development of the times and teach them from generation to generation.

## **2. The Concept of Research Teaching and the Status Quo of Cet Teaching Mode**

### **2.1 Basic Theory of Research Teaching**

The Ministry of Education puts forward the concept of “research study” in the “Guidelines for the Implementation of “Research Study”. “Research learning” refers to the learning activities in which students choose and determine topics from nature, society and life for research under the guidance of teachers, and actively acquire knowledge, apply knowledge, and solve problems in the research process [4].

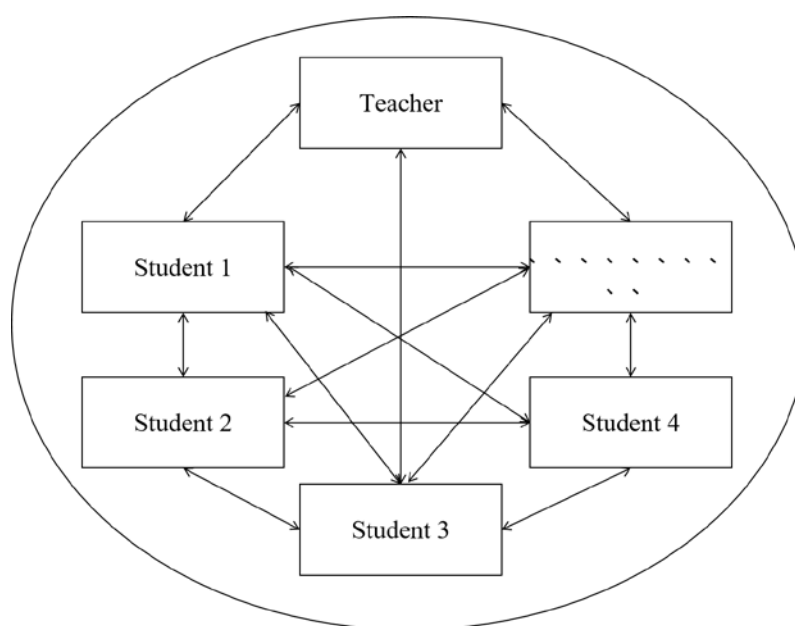
Through the review and summary of literature, the fundamental purpose of research-based learning is to cultivate four abilities: scientific research ability, problem-solving ability, language practice application ability and team cooperation ability. Learning process is more important than learning results, and formative evaluation is more important than summative evaluation [5].

Research teaching is a kind of teaching form designed and organized by teachers to guide and train students to carry out research study and simulate scientific research activities. On the one hand, teachers should create a good research environment and provide students with necessary guidance and help. On the other hand, students cooperate with students and actively carry out inquiry learning. The purpose of research teaching is to cultivate creative talents, to encourage, guide and help students to find, analyze and solve problems actively, and to acquire knowledge, train skills, cultivate ability and develop personality in the process of student-centered inquiry [6].

So far, the practical forms of research teaching include: 1. Carrying out thesis research, 2. Implementing problem-based learning, 3. Taking case studies, 4. Promoting project training, etc. Although the main components of research teaching include educational and teaching concepts, theoretical basis, activity objects, interactive relationships, activity contexts and conditions, methods and strategies, evaluation systems, etc., it will not be confined to a fixed model when it is implemented. And procedures.

### **2.2 Current Situation of Cet Teaching Mode**

In the past, teachers advocated mutual communication and cooperation among students. Teachers only paid attention to observing, listening and understanding students' needs, rather than a member participating in the discussion. CET teaching model not only emphasizes the cooperation and communication between students, but also emphasizes the communication and cooperation between students and teachers. As shown in Figure 1.



*Fig.1 The Form of Cooperation and Communication under the College English Teaching Mode*

When it comes to traditional English teaching, most people's minds will have such a scene that teachers read and students follow and then they practice sentence patterns repeatedly. This form may be feasible for elementary school students, but it is obviously not feasible for college students [7]. College students can be divided into three types. The first one is students with a good foundation in English, who are interested in English and willing to study. The second is those students who have a general English foundation and do not have a clear preference for English learning. For them, they have to learn because English is a compulsory course. And the third type is those students who have a weak foundation in English and have a sense of rejection or fear for English learning and even taking English classes [8].

Therefore, it is not easy for English teachers to have a good CET class, because a successful English class should interest as many students as possible and gain something. If English teachers use traditional teaching methods in college classes, it goes without saying that it will be a very failed class. With the deepening of teaching reform and the renewal of teaching means, it is common to use multimedia in the classroom. Multimedia can be said to be even more powerful for CET teaching, because learning English in China lacks a language environment for daily English communication. If teachers only follow the lessons in English class, they will inevitably weaken students' interest in learning English and fail to achieve good teaching results. Therefore, a new teaching model should be established in CET class.

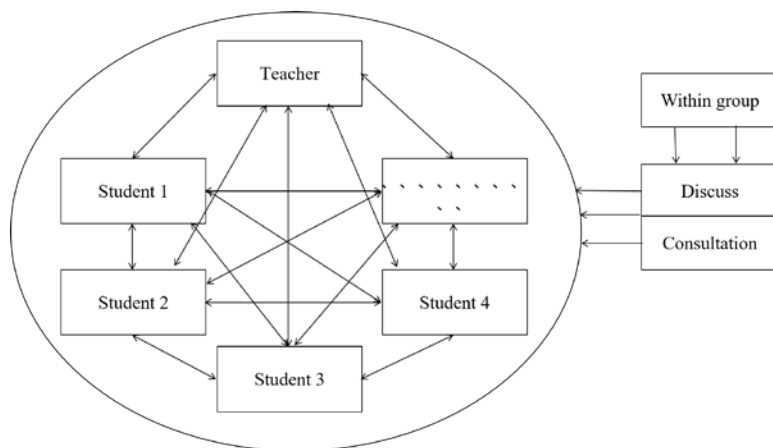
### **3. Cet Research Teaching Mode Based on Participatory Design**

#### **3.1 The Importance of Participatory Teaching in Cet**

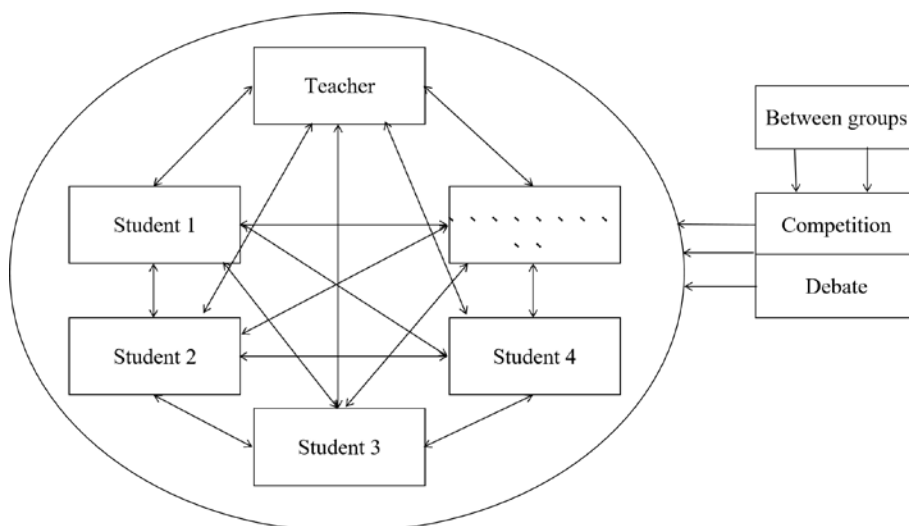
CET is a course that requires a very high learning atmosphere. Therefore, the promotion of participatory teaching is a necessary condition for teachers' teaching. Only by applying participatory teaching methods to CET teaching practice reasonably and scientifically in the classroom, can the students' learning atmosphere and their interest in learning be cultivated. For example, when teachers talk about the text, they can assign tasks to the course and let students consult materials before class to set a central idea for each paragraph of the relevant text. In this way, every student can fully participate in the teacher's teaching, which can not only improve the classroom

atmosphere, but also cultivate students' interest in learning and do not waste teaching time.

In order to ensure that every student can participate in the discussion effectively, the discussion is conducted in groups. Group cooperation is an indispensable link in the research-based CET teaching mode. The form of cooperation can be clearly and vividly expressed by Figure 2 and Figure 3.



*Fig.2 Forms of Cooperation within the College English Teaching Model*



*Fig.3 Forms of Cooperation between Groups in the College English Teaching Model*

Under the guidance of the new era, a foreign language learning environment that is tight with the times has also become the trend of the times. Therefore, applying it to the teaching practice of CET is the need of students' learning. Participatory teaching is a good measure to create a foreign language environment. For example, teachers can divide students into groups outside of class or in class, and allow each group to communicate in English every day. When students answer questions, teachers also advocate Students answer in full English. Although this is a difficult process, teachers will continue to encourage students to be effective over time. Through this participatory teaching method, we can not only create a foreign language environment that closely follows the trend of the times, but also improve students' English level in all aspects, such as oral expression ability, English thinking ability and so on.

### 3.2 Strategies for the Implementation of Cet Research Teaching Model.

Learning under CET research teaching mode is an effective learning method, and it is also a learning activity similar to “research”. In China, in order to realize the comprehensive development of research-based teaching mode and make it applicable to domestic universities, domestic universities can adopt the following strategies:

The research teaching model of CET emphasizes the process of cultivating students' organizational ability and creative learning ability, while teachers play the multiple roles of instructor, facilitator, servicer and evaluator. CET is a language subject, which requires a wider range of knowledge. The teaching objectives are vague and difficult to operate. Teachers often feel powerless. This requires colleges and universities to set up a team of high-quality and high-level teachers with strong teaching concepts and the courage to practice the new education model. In order to cultivate the cooperation and communication ability between teachers and teachers, can they become a powerful backing for students' research learning.

The research-based learning of CET research-based teaching model should improve the previous teaching methods that take improving English test scores as the mainstream, take strengthening students' autonomous ability and creative learning as the focus of teaching, and improve the mechanism of investigating students' comprehensive learning ability and evaluation, so as to encourage and promote the results of Research-based Learning. Colleges and universities can adopt diversified evaluation methods, that is, the criticism mode dominated by teachers and supplemented by students, so that students are not only learners, but also self critics, so that students can learn self-criticism and mutual criticism. Colleges and universities need to extend this evaluation model to realize its institutionalization.

In a word, CET is an extremely important course in students' study career, and an advanced, scientific, innovative, unique and novel teaching method has become the need of the times. However, participatory teaching is one of the teaching modes that meet these characteristics. Only when participatory teaching is fully applied to the research of CET teaching can we cultivate new talents who follow the development of the times from generation to generation and are unique in the social competition.

#### 4. Conclusions

The research teaching mode emphasizes the openness and nature of the students' main body status and the content of inquiry, and focuses on the cultivation of students' ability to discover problems, analyze problems and solve problems. It is a very meaningful attempt to use this teaching concept to guide CET teaching. Participatory English teaching mode can effectively stimulate students' interest in learning English, explore students' subjective initiative in learning English, mobilize students' enthusiasm for learning English, and at the same time enhance students' confidence in learning English. It can also play an important role in activating the classroom teaching atmosphere. effect. The application of participatory teaching model to CET research can improve students' learning efficiency and help students master practical knowledge quickly and effectively. At present, CET research teaching based on participatory design has been applied in some disciplines or majors in domestic colleges and universities, which provides a powerful reference for CET course teaching. By reforming the previous teaching mode centered on teachers, textbooks and applied examinations, CET research teaching mode was launched to cultivate students' innovative consciousness of finding and solving problems, and to train students' ability of independent thinking, rigorous academic attitude and exerting their own subjective initiative. This kind of research-based teaching mode forms a teaching atmosphere in which teachers and students discuss learning together, and trains students who can use English knowledge to solve problems independently, so as to achieve the goal of cultivating students' independent innovation ability,

which is more conducive to future life and study.

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