

Study on the Combination of “Student-centered” English Teaching and the Extracurricular Platform in the Second English Classroom

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Abstract : College English classroom teaching offers limited opportunities of the expression and application of English so that English comprehensive application ability of students is generally not high. There is still great room to improve, and thus the Second English classroom based on “Student-centered” can effectively make up for the students in the classroom teaching and to improve English comprehensive application ability. Therefore, setting up the second English classroom for students to facilitate English classroom learning is particularly important. The second English classroom can provide students with platform of English learning and communication, which includes setting up a variety of English associations for students to expand their benefited range. The combination of classroom teaching and the Extracurricular Platform in the Second English classroom could continuously improve the comprehensive English application ability of our students.

Keywords : “Student-centered” Mode; English Extracurricular Platform; The Second English Class; Comprehensive Ability of English Application

1. Introduction

College English teaching in colleges and universities across the country has been undergoing positive reform, especially since the Ministry of Education put forward the “College English Curriculum Requirements”. Our university has experienced a variety of teaching reform and innovation modes from general college English basic teaching to graded teaching. To a large extent, it has realized the exploration of “teacher-led” to “student-centered”, which reflects the emphasis on the cultivation of students’ independent ability and innovation ability. With the emergence of the “student-centered” teaching concept, teachers begun to explore the construction of the second college English classroom in order to further consolidate the achievements of the existing reform. Teachers are not only the instructors of the course content, but also the guides and promoters of the learning process. Students change from passive absorbers to active explorers; The form of teaching organization has changed from “teaching in class +finishing homework after class” to “independent learning before class+ ‘student-centered’ classroom collaboration exploration”. The content of the class has been transformed into pre-class independent learning achievement demonstration, counseling and Q&A, discussion and exchange. When required, at least twice as much time should be spent before class. This requires us to establish a standardized, systematic second classroom. The second English class can provide a good practicing platform for students. In recent years, most of the researches on student-centered college English classroom teaching in China have focused on the reform and exploration of teaching mode, but few have analyzed the problems and challenges in student-centered college English teaching.

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Moreover, few scholars combine the first and second English classes to conduct research and explore from the perspective of practice, and rarely analyze the problems and challenges in the new classroom teaching. Modern education theory believes that a complete teaching system not only includes the first classroom, but also the second classroom as a key component, especially for practice-oriented subjects. The learning situation of the second classroom determines the quality and level of the teaching system to a certain extent. In college English teaching, the second class has a strong autonomy, and the traditional homework model can not meet the teaching requirements. In the process of the close and organic combination of the second class and the student-centered college English class, the use of advanced teaching information means is of great significance for promoting the construction of open educational resources, personalized learning for students.

2. Combination of “student-centered” English teaching and the second English class

On the whole, students in our university have a weak foundation, and some of them lack interest and initiative in English learning. It is urgent to combine the systematic implementation of the second college English classroom with “student-centered” college English classroom teaching, so as to improve students’ enthusiasm and initiative in Learning English.

2.1 The specific research approach of the combination of student-centered teaching mode and the Second English classroom

The ability training research project of comprehensive application based on the “student-centered” Second Class English aims to build a “student-centered” second class English communication platform for students, under the guidance of the instructor, can freely organize English activities. Such as “English corner”, “English role-play”, “English dubbing”, “English imitation show”, “English speech” and other English activities. Through which, students can effectively improve their comprehensive English application ability, and enhance their enthusiasm and confidence in English learning. The second English classroom training research can also assist students in the first English classroom learning and improve learning results. The specific research approaches are as follows: The principal and members of this study will conduct in-depth discussions and exchange learning to provide effective theoretical support and preparation for the implementation of the project; Establish English network resources and video resources, set up associations, and carry out various second English class activities to drive more students to participate in second English class activities; The combination of “student-centered” second English class activities with college English classes makes second English class a beneficial supplement to college English classes. Summarize the achievements and experience of the project, analyze the shortcomings in the implementation process of the project, and strive to cultivate students’ comprehensive English application ability.

2.2 The characteristics and innovations of the combination of “student-centered” teaching mode and the Second English Class are mainly reflected in the following three aspects

First, it’s important to standardize and systematize the second English class. All kinds of English associations and societies are organically linked, and on the basis of having the ability to carry out activities independently, the cooperation between the associations and societies is realized, so as to form synergy and promote each other. Teachers and students in charge of different clubs should communicate and exchange frequently. Second, make the second English class an important supplementary means of English class, and realize the organic integration of the two with the help of information technology. We also build WeChat oral groups for a minute impromptu speech and some other English activities, which can also improve the students’ enthusiasm, especially for the students who lack of confidence. The second class is not only an auxiliary platform for the student-centered college English class, but also an extended learning platform for the first class. Meanwhile, it can also provide a good cooperative atmosphere of mutual help and mutual supervision for the inquisitive group learning and mutual assistance learning in class. Moreover, it’s of great importance to develop localized English activities suitable for our students’ English level. Most of the English competitions in our school are aimed at selecting students with higher comprehensive English application ability to participate in higher level competitions, but there is a lack of localized English activities tailored for our students to encourage all students to participate. Activities should be in accordance with the English level of the students. Suitable activities can greatly improve students’ initiative of learning English, such as the localization of English activities, such as “English reciting”, “English Guessing”, “English Imitation”, “English Debate”, etc., which is conducive to overall promote most of the students’ English level and the enthusiasm of learning English.

2.3 Benefits of students through this study

Students have gained a lot through this research, which is embodied in the following aspects: Firstly, it can train students’ data

collection ability. Secondly, the study can let students know the history, economy and culture related to language, which is conducive to expand students' vision and interdisciplinary learning ability. Furthermore, it can improve students' comprehensive ability to use English through various English activities and competitions. The last but not the least, the implementation of English activities in the whole school can drive more students to participate in the training of comprehensive English application ability. The second classroom as an effective extension and supplement of the classroom teaching must make up for the deficiencies of the classroom and make full use of modern information technology and achievements to enrich the second classroom. When providing resources, we should pay attention to the timeliness, interest, knowledge and practice of resources. When organizing the activity of comprehension output, the feasibility of the activity should be analyzed and the activity should be close to the students' life, so that the participants can put what they learn into practice. Secondly, it respects the individual differences of students, and provides resources that can meet the needs of English learners at all levels, and tries to reflect the hierarchy of resources for choice. The provision of resources should take into account the different interests and learning objectives of students, and classify all kinds of resources. The diversity of resources can provide more choices and more space for students to enhance their English ability. Thirdly, the extracurricular activities should be organized and systematic, and should be planned in an overall way. There should be clear plans from specific activity arrangements, reward measures and implementation steps, so as to form a complete second class system and ensure the actual effect of the second class. It's of great importance to standardize and systematize the second English class. All kinds of English associations and associations are organically linked. On the basis of having the ability to carry out activities independently, the cooperation between the associations is realized, and the resultant force is formed to promote each other.

3. Conclusion

The Second English classroom provides more training opportunities for comprehensive English application ability, and makes up for the lack of college English class in this aspect. The "student-centered" college English classroom's pre-class autonomous learning and after-class defect detection can be tested and supplemented by the second class, which is the auxiliary platform of the early-stage autonomous learning of the "student-centered" college English class, as well as the extended learning platform of the first class. At the same time, it can also provide a good atmosphere of mutual help and mutual supervision for inquiring group learning and mutual aid learning in the classroom. It's of great significance to combine the second English class with the "student-centered" college English class.

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