

A Practical Study on the "Student-centered" College English Teaching Mode

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Keywords: Student-centered, college English, teaching mode, dynamic classroom

Abstract: To explore the "student-centered" teaching mode of college English is an urgent need for the reform of foreign language teaching in colleges and universities and a natural way to cultivate high-quality composite talents. This paper explores the "student-centered" classroom teaching mode based on the current teaching situation of "full classroom", lack of application-oriented training and perpetual "head down", combined with questionnaire survey and classroom observation. In this paper, we explore the "student-centered" classroom teaching mode, including the creation of fun classroom, practical classroom, and mobile classroom, and apply them to teaching practice, which can help to significantly improve the efficiency of college English teaching and truly realize a dynamic college English classroom.

1. Introduction

College English is one of the basic public courses in universities, and it is also an important reliance on the internationalization of higher education. Telling China's story and spreading China's voice" not only helps to enhance the national cultural soft power, but also enables the international community to understand China objectively and correctly. Students in the new era should also take this as their responsibility and tell the world a good Chinese story in English. However, it is common that the atmosphere in college English classes is not active or even silent, which makes many college English teachers feel unfulfilled in the teaching process. Excellence in university teaching should be student-centered, centered on stimulating students' autonomy and internal drive for learning, and teaching needs to be seen as the collective responsibility of teachers.^[1] As a language subject, it is important to make college English classes "alive" and make students love to express their opinions, tell stories and communicate in English. It is the mission of higher education in China in the new era to put into practice the concept of "student-centered" teaching and to care for the growth and success of students.

In 1952, Carl Rogers, a famous American scholar and psychologist, first put forward the concept of "student-centered" higher education, hoping to change the "teacher-centered" and "classroom-full" traditional teaching mode.^[2] Some Chinese scholars have incorporated the concept of "student-centered" teaching into English language teaching. Wang Huizhao believes that the "student-centered" theme-based teaching model has broken through many of the old frameworks of traditional foreign language teaching methods and has opened up a wide range of prospects for

developing the ability of college students to use English correctly, fluently and appropriately for intercultural communication.^[3] Ying Huilan analyzes the possibilities of the "student-centered" teaching mode in classroom teaching and analyzed the inappropriateness of related teaching materials.^[4] Chen Jianlin summarizes the disadvantages of the traditional English teaching mode and advocates the combination of "student-centered" and multimedia teaching.^[5] Qin Feng discusses and analyzes the "student-centered" foreign language teaching mode and its realization in the context of the characteristics of foreign language learning in the ubiquitous learning environment.^[6] Gao Xiaohui and Zhao Jvming propose that active learning teaching method is one of the main teaching methods created in the "student-centered" undergraduate teaching reform in Europe and the United States in the past 30 years, mainly used to enhance students' interest in learning, stimulate learning initiative, and solve the problem of not wanting to learn and not liking to learn. ^[7] However, most of the domestic studies on the reform of college English courses are about the teaching methods of this course or the improvement of students' English performance. However, there are still few studies on how to make college English classes more effective and increase students' interest in learning English for different levels of students in higher education institutions. The innovation of this paper is that, based on the teaching experience and practice of the author and several teachers, the contextual teaching method, cultural teaching method, teacher-student interaction and cooperative group are introduced into the college English teaching classroom, and diverse interactive teaching is applied to fully mobilize students' subjective initiative and active creativity in learning English. Through specific questionnaires and data analysis, we discuss the results achieved under the "student-centered" teaching mode and the necessary means to build a dynamic college English classroom.

2. The Current Situation of College English Teaching and its Cause Analysis

In many vocational colleges, the English teaching and research department has made many new attempts and reforms in English classroom teaching in recent years, and after a new round of teaching reform seminars, the current situation of English classroom teaching has been improved to a certain extent, but from the overall point of view, the atmosphere of college English classroom is still not active and classroom efficiency still needs to be improved. In order to understand the current situation of college English classroom, 232 students from five classes of four majors were randomly selected for the survey. 232 questionnaires were distributed, 230 were collected, with a recovery rate of 99.14%, 0 invalid questionnaires, and 230 valid questionnaires. The survey mainly focused on students' perceptions of English teachers' classroom teaching, and included four questions: What do you think is the most effective English classroom activity? What is the actual training situation in your English classroom? What kind of English learning help do English teachers give you? How do you think you can stimulate your interest in English learning in the English classroom? The results of the survey are as Table 1.

The table above shows that many students want their teachers to bring passion to class, and they think the most efficient English classroom is one with multiple forms of practice and teacher-student interaction around the unit topic. In addition, it is clear from the teacher's instruction of students that despite thinking of ways to help students learn English, the results are not satisfactory. To sum up, the current situation of English classroom teaching in college is mainly in the following aspects.

Table 1: Students' perceptions of the English class

The most effective English classroom activities	The actual English class training	The English learning assistance given by the teacher	The way to stimulate interest in English learning
<p>4.5% of the students think that the lecture style is "the teacher talks and the students listen".</p> <p>26.5% of the students think that the teacher gives objective tests.</p> <p>36.5% of the students think it is application skills training around the text.</p> <p>32.5% of the students think it is related to listening and speaking exercises or written translation.</p>	<p>58.8% of students think that students practice for a small part of the class and the teacher talks for most of the class.</p> <p>9.4% of the students think that students practice most of the time in class and the teacher talks a little bit of the time.</p> <p>22.6% of the students think that the teacher practice while talking in class, depending on the content.</p> <p>9.2% of the students think that the teacher has used English less in the classroom lecture and practice.</p>	<p>18.9% of the students think that the teacher has found a lot of ways.</p> <p>70.3% of the students think the teacher has suggested some solutions.</p> <p>10.8% of the students think the teacher has not found solutions and let them work it out.</p>	<p>47.7% of the students want the teacher to bring passion to the class.</p> <p>10.6% of the students want the teacher to praise or encourage more often.</p> <p>41.7% of the students want to enhance the teacher-student interaction and involve students in the process.</p>

Firstly, the phenomenon of "filling the classroom" is widespread. The teacher talks eloquently on the podium, but does not communicate and interact with the students enough; the students are not interested in learning, resulting in a less active classroom atmosphere. In the whole English teaching process, teachers are the organizers and leaders of teaching, and students are the main subjects of the course.^[8] If there is no close communication between the two, the classroom atmosphere is bound to be awkward.

Secondly, insufficient listening and speaking practice. From elementary school to high school, students' main purpose of learning English is to get good grades in exams, neglecting the training of listening and speaking. In the college English classroom, most of the students are still in a state of "dumb English": they have the ability to do exams and write expressions, but lack the ability to communicate in actual English.

Thirdly, Lack of application-oriented training. The English level of higher vocational students is poor, and they are not interested in English. If there is a lack of training such as application writing or actual scenario simulation, the limited theoretical knowledge they have learned cannot be applied to concrete practice, and the in-depth understanding and comprehensive application of knowledge are lacking.

Lastly, teachers do not fully play the role of "teaching and solving problems". Most students only know how to memorize words, phrases and grammar in the process of learning English, and there is no other better way to learn. The teachers have the basic English professionalism, and if they cannot give the students professional guidance and more learning help on the basis of the accuracy of the knowledge they teach, they cannot really be called "teaching and solving problems".

In the current college English classroom, most students' English learning is characterized by passive knowledge input and less active knowledge output and practical application, while most English teachers still favor the transmission of language knowledge in their teaching philosophy, teaching methods and teaching contents. Therefore, the factors influencing the current situation of English classroom teaching can be explored and summarized from the following three aspects.

Firstly, traditional teaching mode. English teachers' traditional and outdated teaching philosophy and teaching mode, "rigid" classroom strategies, and lack of attention to the importance of English teaching all contribute to students' negative attitudes toward learning and inability to concentrate in class. Secondly, students' emotional factors. Higher vocational students have weak English foundation, and their language ability is especially lacking. Many students do not have enough motivation to learn English and do not realize the importance of English; students are used to "listening to the teacher" and are not enthusiastic to participate in classroom interaction, which leads to the derailment of teachers' teaching effect and students' learning interests. Thirdly, influence of exam-oriented education. Many students still have a strong purpose to learn English after entering university, in order to pass the college English level 4 and 6 exams as early as possible and successfully. Although students have abundant English test-taking skills, they lack the practical ability of language usage and cross-cultural communication.

3. A Practical Investigation of "Student-centered" College English Teaching Mode

The "student-centered" teaching mode requires English teachers to fully mobilize students' initiative, creativity and interaction in all teaching sessions according to students' ability level, personality characteristics and interests. In terms of teaching content, it is supplemented with rich materials that are mainly interesting and focus on the coordination between humanistic foundation and professional English; in terms of teaching design, the all-round, targeted and hierarchical teaching objectives are formulated in accordance with the actual situation of each class, which not only cultivate students' interest in participating in English communication, but also improve their practical abilities in listening, speaking, reading, writing and translating; in terms of teaching methods, the focus is on "teaching" to "learning", focusing on the differences in students' subjective cognitive structure and on cultivating students' self-learning ability.

3.1 Creating an Interesting Classroom to Optimize Classroom Interaction

Interesting education in college English classroom is aimed at improving students' English quality and learning interest, based on students' individual psychological characteristics, and under the targeted inspiration and guidance of English teachers, allowing students to explore and acquire new knowledge actively, creatively and regularly. Interesting teaching content is the most interesting part of the English class for most students. Attractive English stories or funny English jokes make English learning stress-free and charming, and cultivate students' affection for English. For example, when introducing the Western traditional festival of Easter, the teacher first encourages students to name familiar Chinese festivals and their activities, the most classic ones being the March 3 singing of the Zhuang people in Guangxi province, a ritual dance of the Yao people on the Pan Wang Festival, and the most famous torch festival of the Yi people, where people dance around a bonfire. The teacher adds the English expressions for these key words: singing folk songs; the sacrificial dancing; dancing happily around the bonfire. After the introductory part, the teacher leads the students to the body of the unit. "Can you share with us how to celebrate Easter's Day?" Students are eager to learn about the origins of Easter and related festivities. They not only absorbed the relevant cultural knowledge, but also participated in the class discussion actively under the guidance of the teacher, fully understanding the agricultural and religious aspects of the traditional Chinese and Western festivals, forming a good atmosphere of teacher-student interaction and group discussion, and significantly improving the quality of classroom teaching. Good classroom interaction directly affects the efficiency of the whole English class, and good classroom interaction can combine the teacher's leading teaching and the students' main understanding,

"teaching" and "learning" complement each other, promote each other, strengthen the influence of people and environment, and thus the interaction between the teacher and the students' subjective understanding can be combined. Specific optimization can be done from two aspects: teacher-student interaction and student-student interaction.

Firstly, "student-centered", to find effective classroom questioning methods. The first is to "put students at the center" and find effective ways to ask questions. For example, if the theme of a unit is Healthy Lifestyle, after explaining the meaning of the article and the important points, the teacher continues with after-reading exercises: Besides what have been mentioned in this unit, can you find any other ways to keep fit? In the light of the current popular opinion that vegetarians live longer, you can design a debate: Which one do you think is more healthy, eating vegetables or meat? In addition, set a reasonable waiting time for answers. If you find that students are still clueless after half a minute, you can give them a hint or guide them immediately. In short, effective and interesting classroom interactions can enhance learners' language output.

Secondly, "student-centered" classroom participation is designed to be smooth. In traditional college English classes, the teacher sings a "one-man show" from the beginning to the end, and students are frantically taking notes or have little understanding. With "student-centeredness", teachers focus on classroom participation that is close to students' actual learning, life and emotions, which helps students apply their acquired English knowledge and basic skills of listening, speaking, reading, writing and translating, and improve them through practice. For example, when dealing with post-lesson practice problems of a particular unit, in addition to explaining basic vocabulary, grammar, sentence analysis, and completions, students can directly practice translating certain classic works from English to Chinese in class and have them discuss, compare, and analyze their own translated versions on the spot, such as Irish poet William Butler Yeats' (William Butler Yeats For example, the classic "When you are old" by Irish poet William Butler Yeats. Students are interested in translating this short but classic poem, so the teacher can ask them to complete the translation within a time limit and then explain it. First, ask students if they have any vocabulary words that can be explained. Then select a few students to recite their translations and have all students participate in a discussion about which one better expresses the emotions the author was trying to express. The teacher will summarize, based on the students' translations, what techniques need to be paid attention to in the process of English to Chinese translation, in what contexts a certain noun can be translated directly into a verb, and which degree word would be better to use in terms of grammatical structure and emotional expression. Finally, teachers can use multimedia to recommend the following two better translation versions for students' reference, so that students can personally participate in the translation practice to appreciate the two languages, and truly become the master of the English classroom.

3.2 Creating a Practical Classroom to Integrate Professional Skills

Practical classroom requires teachers to maximize students' comprehensive literacy in classroom teaching, fully explore students' cooperative learning ability and ability to solve practical problems, and measure its practicality in terms of teaching effectiveness, teaching efficiency and teaching effectiveness.

First of all, the college English textbooks for higher education are rich in content and illustrations, but the knowledge itself is complex and static. In classroom teaching, the practical classroom of "student-centered" teaching is mainly manifested in two aspects: listening and speaking training and writing inspiration: first, communicative teaching, encouraging students to speak to their heart's content. In the process of communicative teaching, some teachers are used to limiting the scope of communicative topics and discussions, and students are fixed within a certain

framework and are not allowed to go beyond the limits. This form undoubtedly limits students' thinking, and students should be encouraged to fully express and tap their innermost true expression, so as to present real classroom interaction.

Secondly, university English teachers should pay attention to extracting knowledge related to students' own majors in the classroom, and teach with the nature of each department's majors, such as legal English, legal English, hotel English, business English, etc., to ensure the effectiveness and attractiveness of the English classroom. In order to participate in the work more smoothly after graduation, higher vocational students will pay special attention to the study of professional courses and the refinement of their professional skills, which at the same time reduces their enthusiasm to learn some basic courses, especially college English courses. If students can combine the knowledge and skills they have learned in their professional courses with college English, they can put their enthusiasm into college English from the perspective of improving their overall ability, and the sense of accomplishment they get from learning English can in turn promote the progress of their professional skills. For example, when explaining the text *The Freedom Givers* to law students, one of the important vocabulary word abolish, the key phrases and example sentences are abolish slavery; the death penalty is to be abolished in the beginning of next year. The teacher directly asked, "What do you think? The students immediately answered "Yes" or "No". "The students were very happy to express their opinions on "Should the death penalty be abolished or not?" when faced with this question in their own field of expertise. The teacher continued to guide the students and suggested that they should prepare well for the next English debate between the two sides in class. In the debate, students not only had to be calm and responsive, but also had to use the logical thinking and language habits of English to rebut the opponent's arguments. Through these English activities like these, students were motivated to learn English, effectively improved their English listening and speaking skills, and pointed out a direction for the cultivation of comprehensive legal English talents. The final debate competition achieved very good results and can be considered an example of combining English teaching and professional skills.

3.3 Create a Mobile Classroom to Expand Innovative Thinking

In the context of information technology, the "student-centered" flipped classroom is an innovative teaching mode that has attracted the attention of many teaching experts and researchers.^[9] It flips the entire classroom teaching process, changing the traditional classroom mode of teachers teaching knowledge in class and students reviewing it after class. Students learn relevant knowledge in advance by watching videos or reading materials outside of class, and the teacher discusses and practices them in class to further consolidate the knowledge points. In addition, students can discuss and exchange the problems they encountered in their study with the teacher to seek answers. In the week before Unit 2 on Friendship, I let students watch the video of Audrey Hepburn's speech on "Friendship" at the Kennedy Center Honors Ceremony in 1981, and read the famous poet Henry Wadsworth Longfellow's poem "The Arrow". In the classroom, students were organized to discuss the concept and connotation of friendship in their own minds with the video of Audrey Hepburn's speech, and to compare the poem "The Arrow and the Song" with the familiar poem "Serendipity" by Xu Zhimo to explore the similarities and differences between Chinese and English poems in terms of writing style, expression techniques, and transmission of emotions. After the class, the students' enthusiasm for discussion continued, and under the guidance of the English teacher, students were free to write on the theme of "friendship" and record "true confessions" between friends in English. The English flipped classroom is "student-centered", transferring the initiative of learning from teachers to students, which not only saves time for teaching basic words, phrases and grammar in class, but also improves students' independent learning ability, and

promotes the further development of English teaching reform in China.

In addition, with the further development of network information technology and the advent of the new media era, BYOD (Bring Your Own Device) has been gradually applied to college English classroom teaching, thus practicing the "student-centered" teaching mode. Students can download relevant learning resources and APPs from their own mobile devices and learn actively and subjectively according to their own learning plans anytime and anywhere. At the same time, teachers can provide dual guidance and supervision online and offline, and more clearly and intuitively grasp the learning dynamics of students and understand their learning confusion. Blue Ink Cloud Class is a mobile teaching assistant app that I have used, which effectively combines English classroom teaching with cell phone mobile terminals, turning cell phones into learning tools for students and significantly improving the teaching effect of college English. On the one hand, students can use fragmented time to pre-study, study and review anytime and anywhere. On the other hand, teachers can upload rich teaching materials, including teaching plans, PPT courseware and teaching videos, in advance in the Blue Ink Cloud Classroom Resource Library; they can use brainstorming, quizzing and class discussion to consolidate learning contents in class; they can assign written or listening homework in Cloud Classroom after class, and students can freely discuss and submit homework with their cell phones. In conclusion, the introduction of mobile devices as teaching and learning tools into college English classrooms has increased students' interest in learning English, broken the boundaries of time and space for students to learn English, enriched the way students learn English, and further promoted the implementation of the "student-centered" teaching mode.

4. Analysis of the Practice and Effectiveness of Student-centered College English Teaching Mode

4.1 Practical Results

Four second-year classes of a vocational college were selected in two semesters from 2020 to 2021, and the specific measures of the "student-centered" teaching mode were compared before and after the practice in the college English classroom at the beginning and at the end of the semester. The survey was conducted by means of questionnaires. 199 questionnaires were distributed to 199 sophomore students in each of the four classes, and 199 questionnaires were collected, with a return rate of 100%. The survey mainly asked students about their feelings in college English classes, including five questions: Are you interested in studying English in college? Are you aware of the role of English in your future? Are you able to listen carefully in college English classes? Do you want your English teacher to ask you questions? Are you satisfied with the current college English classes? The results of the survey are as follows.

Table 2: Students' perceptions of traditional English classes at the beginning of the semester

Interested in learning English	Be aware of the role of English in the future	Listen carefully in class	Do not want teachers to ask questions about themselves	Satisfaction with English classes
23.5%	8%	38.5%	76.7%	31. 8%

Table 3: Students' perceptions of "student-centered" English classes at the end of the semester

Interested in learning English	Aware of the role of English in the future	Listen carefully in class	Do not want teachers to ask questions about themselves	Satisfaction with English classes
60.4%	28%	63.5%	47%	76.3%

Table 2 and Table 3 show that the "student-centered" teaching mode has increased the number of students who are interested in learning English and listening carefully in class, significantly increased their satisfaction with the English classroom, and reduced the proportion of students who do not want to be asked questions by the teacher in the English classroom, and maximized students' motivation through "student-centered" teacher-student interaction, group competition and teamwork. After the implementation of the new teaching mode, through teacher-student interaction, student group interaction, team competition and teamwork, to maximize the motivation of students to learn. In terms of teaching content, we flexibly supplemented interesting-oriented materials with a wide range of contents, focusing on the coordinated development of humanistic foundation and legal English; in terms of teaching design, we set full-coverage, graded and hierarchical teaching objectives in accordance with the actual situation of the class, which not only cultivated students' interest in participating in English communication, but also improved their practical abilities in listening, speaking, reading, writing and translating; in terms of teaching methods, we changed from teaching-oriented to In terms of teaching methods, the teaching-oriented approach has changed to a learning-oriented approach, paying attention to the differences in students' subjective cognitive constructs and focusing on cultivating students' independent learning ability.

4.2 Analysis of Effectiveness

The traditional classroom teaching mode tends to be a streamlined process in which the teacher teaches students new knowledge, then guides them to review the knowledge points and connects the related contents by asking questions, and the students give standard answers that means the knowledge points have been acquired by the students. Such a teaching mode tends to make students' thinking patterned and lacks the ability of independent thinking. ^[10]The "student-centered" mode of college English teaching emphasizes the comprehensiveness, efficiency, and initiative of the classroom, in which the teacher guides the students' divergent thinking, gives them more initiative, and allows them to fully integrate into the classroom. In the case of several articles in College English Intensive Reading, for example, the teacher asked students to discuss in groups how they felt after studying the articles, and to present the ending of the story in their minds in the form of performance. At the same time, in a relaxed atmosphere, students independently reviewed the structure and content of the whole text systematically. Thus, the "student-centered" teaching mode enables students to acquire more information and knowledge during the whole interactive process in the English classroom, while the teacher, through guidance and coordination, grasps the overall direction of the classroom and can promote the teaching practice of teacher-student interaction in a deeper way.

5. Conclusion

The "student-centered" university English teaching mode is an effective reform of the traditional university teaching mode. The teacher tries to pay attention to the students' internal English learning needs in the classroom teaching process, and provides diversified and graded interactive teaching, which creates an active and interactive learning atmosphere for students, and the students move from "spontaneous" to "conscious" in the classroom learning process, while the teacher moves from

"arbiter" to "leader" in the classroom teaching process. The teacher moves from being the "arbiter" to the "leader" in the process of classroom teaching. The college English classroom is gradually "alive", teachers can teach with fun and teach to fish, and students can learn with fun and learn new things all the time. Although the investigation and practice in this paper have already achieved some results, we will further explore the application of the "student-centered" college English teaching mode in more institutions in the future because of the limited coverage of the survey.

Acknowledgements

This work was supported by the Henan Provincial Education Science "14th Five-Year Plan" 2021 General Project (Research on College English Teaching Reform Based on Red Culture in Henan Province) under Grant (number 2021YB0510).

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