

Study on the Incentive Teaching Approach in College English Teaching

Wei Zhang^a, Yin Wang, and Lanjie Li

Foreign Language Teaching and Research Section, Department of Basic Courses, Rocket Force University of Engineering, Tongxin Road 2#, Baqiao District, Xi'an City, Shaanxi Province, 710000, China

^a524467898@qq.com

Keywords: Incentive Teaching Approach, College English Teaching, Necessity of Incentive Teaching Approach in College English Teaching

Abstract: The incentive teaching approach is effective and workable for the advancement of teachers' teaching efficiency and students' academic performance. The paper made a tentative endeavor in elaborating the necessity of the application for the incentive teaching approach in college English teaching including the analysis of teachers, students and college English course. In addition, the detailed illustration of the implementation for the incentive teaching approach in college English teaching is demonstrated accordingly.

1. Introduction

Because of the accelerating globalization and the consistent prosperity of Chinese society. College English teachers should update and optimize the current teaching strategy to get accustomed to the renewed educating environment. Both teachers and students are the dominators in teaching practice. The relationship between teachers and students is no longer just the sole one. Specifically speaking, the teacher's role has been transferred into a friend, instructor or torchbearer to the student. Therefore, teachers should attach great importance to the application of the incentive teaching approach. On the one hand, the incentive approach can enhance teachers' professional qualification. On the other hand, students' academic study can be boosted largely with the utilization of incentive teaching approach.

2. The Analysis for the Necessity of Incentive Teaching Approach in College English Teaching

To employ the incentive teaching approach successfully in college English teaching, it is essential to analyze teachers in an all-rounded way. In addition, students' needs should be grasped by teachers. In that case, the corresponding incentive measures can be implemented to meet students' demand. Their learning enthusiasm can be triggered in a large scale. As a result, their academic performance can be boosted tremendously. What's more, college English course is compulsory in the world teaching curriculum with its unique characteristics, which is suitable for the implementation of the incentive strategy.

2.1 Teacher Analysis

It is universally-acknowledged that teachers play a vital role in the teaching practice. Consequently, teachers should be aware of self-improvement from the perspective of optimization in teaching strategy.

2.1.1 Diversified Roles of Teachers

In the traditional college English teaching, partial teachers used to be dictators. Correspondingly, students should be absolutely obedient and be the teachers' pet. Teachers can be a caring teacher, an intimate friend, a kind-hearted senior, an intelligent instructor, even a sole mate to their students. Differential roles can not only arouse students' capability from different aspects and distinctive layers, but also cater for diversified needs for each individual student. Teacher can adopt various incentive strategies to boost students' confidence and cultivate their pent-up or potential initiatives.

2.1.2 Diversified Tasks for Teachers

As the Chinese old saying goes, a teacher, one who could propagate the doctrine, impart knowledge, and solve problems. From ancient time, teachers are not only responsible for imparting knowledge to their followers. But they have multi-tasks to accomplish. Latter-day teachers are not the exceptions as well. For one thing, they are supposed to teach students from the aspects of listening, speaking, reading, writing, translating and cross-cultural communication capacities. For another, the youngsters are in the ivory tower, and they are in their prime time of life. It is crucial for them to foster the scientific and upright worldview, outlook on life and sense of value. Accordingly, it is imperative for teachers to guide and motivate students in the aim of their personal betterment.

2.1.3 Diversified Evaluation Criteria for Teachers

2.1.3.1 Self-evaluation

First and foremost, teachers should have a strong sense of responsibility not matter for themselves or their target students. Teacher can reap benefits from effective self-evaluation including personal positive development, academic enhancement and moral sublimation. Incentive teaching technique is beneficial for teachers' improvement and innovative spirit. Both the two sides can cooperate with each other effectively and harmoniously.

2.1.3.2 Student's Evaluation

Undoubtedly, teachers' encouragement is essential and significant for students' academic performance. As a result, if the teacher is never reluctant to compliment and embolden students, the young will have faith in teachers and maintain the interests in English learning. In other words, teachers should be recognized and admired by their students. It is a fact that most colleges have set up a comprehensive and trustworthy evaluation system for students to access teachers' performance and their teaching efficiency, which is an objective platform and a reliable threshold for the majorization of school management. Without any suspicion, incentive teaching method is a critical and indispensable for the establishment of mutual respect and mutual trust.

2.1.3.3 The Evaluation of the School Authority

On the one hand, teachers are the indubitably integral and crucial respect in a college. On the other hand, the school authority have the privilege of supervising and evaluating the teachers' performance and qualification. Consequently, teachers should make endeavors in self-enhancement, it is not only the requirement of the school authority, but also a must for their spontaneous personal advancement. English teachers should adopt instructive incentive approach to enhance their teaching proficiency.

2.2 Student Analysis

The current college students are at the golden time of life with brand-new vision. Moreover, they are longing for novel demand and are willing to embrace unprecedented changes. Before applying the incentive teaching method, teacher should get familiar with their target students so as to have a well-thought-out teaching plan. The characteristics of the younger generation are elaborated as follows.

2.2.1 Active Thinking and Open-minded Vision

College students are in the new era of relentless development of science and technology. The present time is a double-edged sword for them. Teachers can lead students to the right path in their life journey with timely and appropriate encouragement.

2.2.2 The Inclusiveness of New Things

College students are passionate and curious about the newly-involved or newly-experienced issues. The incentive teaching approach will further enhance their initiative and cultivate their motivation. They are more open-minded compared with the previous generations.

2.2.3 The Co-existence of Being Confident and Being Vulnerable

On the one hand, the majority of contemporary college students are living in a well-off family with higher living standard. Their EQ and IQ were stimulated at an early age with a relatively more outstanding capability compared with the previous generations. Therefore, they possess a strong sense of self-esteem and hold a satisfied self-appraisal. On the other hand, they are less experienced than the aged ones. They are more fragile in face of adversities and mishaps. They are eager to be respected and acknowledged by other individuals. English teachers can make good use of this specialty to inspire students' confidence and protect their self-respect.

2.2.4 The Needs for Being Focused, Being Recognized and Being Encouraged

A large number of students are far away from their hometown and are immersed in an unfamiliar environment. It is inevitable that they feel lonely and helpless. Furthermore, they spend most of the time with their less mature and inexperienced peers. They cherish the hope that they can be in the spotlight instead of being invisible in the teachers' eyes. On the one hand, they expect teachers' encouragement and acceptance when they accomplished feats. On the other hand, students look forward to teachers invaluable guidance when they encounter handicaps. From students' perspective, teachers are trustworthy, scholarly and intelligent. Teachers are multifunctional like easing pains, alleviating pressure, enlightening life path, exploring potentials.

2.3 Analysis of College English Course

First and foremost, college English is a compulsory course in the college curriculum, which has comparatively long duration for two or three years and is designed with abundant class periods. Therefore, based on the required timetable, college English teachers can set a short-term objective or a long-term target for juveniles. Additionally, due to the heavy academic pressure, it is obligatory for teachers to employ effective incentive approaches to inspire students and relieve their burden. On the one hand, they will be more confident when facing up the challenges. On the other hand, if they can transcend the hardships, they will have a powerful sense of self-actualization. Last but not least, the contents and the literary forms in the textbook are all-embracing and thought-provoking. Thus, teacher can take advantage of the materials in the textbook. By selecting, extracting, adapting and integrating the teaching materials available, teachers can apply the incentive teaching approach to college English teaching creatively and efficiently from the perspectives of teaching contents, teaching patterns and evaluation mechanism so as to enhance the teaching efficiency. In addition, teachers can adopt the incentive approach in terms of intonation, eye contact, facial expression and body language etc.

3. Incentive Approaches

3.1 Emotion Motivation

Teaching is not only a transmission of knowledge between teachers and students, but also an exchange for emotion. Therefore, it is vital to establish a harmonious and mutually-respected relationship. English learning should be an amusing and enjoyable journey instead of an unhappy and anxious torture for students. Teachers should observe students meticulously to grasp their progress. For one thing, teachers can praise the students directly and specifically. For another, teachers can guide other students to recognize the target students. In that case, students can receive the applause from their peers.

3.2 Interest Motivation

It is widely-accepted that the interest is the most powerful driving force for a man. Teachers should be familiar with the inclination the target students. Therefore, they can prepare the teaching materials according to students' preference. Besides, during the teaching practice, teachers can not

only organize appealing and amusing activities to arouse their curiosity and incite their active participation. In that case, students can get fully involved in the learning procedure.

3.3 Target Motivation

As the afore-mentioned, college English course is not an optional course for each student, but a compulsory one. Furthermore, its duration is two or three years for each undergraduate. Hence, teachers can set diversified targets for them. The target can be set in a short term. For instance, teacher can ask students to recite a meaningful paragraph or deliver a speech. What' more, objectives in a long run can be given to students as well. For example, students are required to pass CET 4 and CET 6 within the first two years of their campus life. So as the wise saying goes, the journey of a thousand miles starts with one step. Therefore, they will attach great importance to the daily acquisition of knowledge. It is not only beneficial for their learning proficiency, but also will help them to cultivate a long-term learning habit.

3.4 Evaluation Motivation

There are two methods for the evaluation of students' academic performance. Namely, the daily performance and the final exam. Teachers should observe students' feedback accurately. Teachers can praise the outstanding students for grading them with high scores. While, for the less qualified students, teachers can give them a warning for giving them a relatively low scores. With the combination of positive motivation and negative incentive, students can differentiate the right and the wrong clearly. Positive motivation can give them confidence and encouragement. While the negative motivation let them shoulder the appropriate and essential pressure, which will push them go further and make progress.

3.5 Participation Motivation

Students play a critical role in the teaching practice. Besides, undergraduates have the capability to participate the teaching practice effectively and properly with the trust and instruction from the teachers. Hence, teachers should trust them and allow them to be the active participant instead of the passive receiver in class. Students have the competence to shoulder different roles including organizers, hosts, instructors, speakers, even teachers.

4. Conclusion

Incentive Teaching Approach is useful and practicable for college English teaching, the teachers and researchers in college English teaching and research domain will continuously make joint efforts to accelerate the enhancement of teaching proficiency.

References

- [1] Gardner, R. C. Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold. 1985.
- [2] Gardner, R. C., & Lambert, W. E. Attitudes and motivation in second language learning. Rowley, MA: Newbury House. 1972.
- [3] Gardner, R.C., & Lambert, W.E. Motivational variables in second language acquisition. Canadian Journal of Psychology: 1978. 13.
- [4] Koestner, R. & Mc Clelland, D.C. Perspectives on Competence Motivation. In L A. Perrin (Ed.), Handbook of Personality: Theory and Research. New York: Guilford Press. 1990.
- [5] Lukmani, Y.M. Motivation to learn and language proficiency. Language Learning, 1972, 22, 261-273.