

The Introduction of Guiding-Thinking and Inquiring Teaching Method involving Eight Links to a Normal English Class

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Abstract

In recent years, the Curriculum Revolution has been ardently carried out in all levels of schools in China. According to the new English curriculum (The Ministry of Education, 2003), designed for high schools, English teaching should involve helping students develop a certain level of comprehensive language competence and the ability to use language for real communication. Under this circumstance, and considering the actual teaching situation, the school that I take a temporary post has modified the Guiding-Thinking and Inquiring Teaching Method (Jinchi Li, 2001), involving eight links during a whole class. In this paper, I will interpret the basic requirements of this teaching method, therefore, it can have some enlightenment on other similar schools that teach students whose English competences required are comparatively low. And some suggestions will be put forward aimed at improving this typical teaching model.

Key words: Guiding-Thinking and Inquiring ; Inducing ; Collaboration

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1. INTRODUCTION

The Guiding-Thinking and Inquiring Teaching Method is designed for cultivating the capacity of students, widely improving the teaching competence and the humanity

and scientific literacy of students. The teaching pattern features the implementation of the dominant position of students and the guiding role of teachers, by means of stimulating students' learning motivation and cultivating students' autonomous, cooperative, exploratory learning ability. The teaching pattern conforms to the idea of curriculum standards and suit the real teaching situation in high schools, which has widely accepted by first-line teachers and made a great contribution to school teaching in many schools. The school I work in has creatively adjusted this typical teaching pattern to a specific eight links and applied to authentic class teaching. Based on literature research and experiential summary method, in this paper, I will explore the eight links in a whole class, aiming to illustrate the efficiency of this kind of teaching pattern. Hopefully, the Guiding-Thinking and Inquiring Teaching Method involving eight links can be promoted to more schools that has similar source of students.

2. THE BASIC REQUIREMENTS

2.1 Target Lead

Teaching target is the direction of teaching without which the teaching is blind, then, the outcome is lack of effectiveness, even useless. The presentation of teaching objectives should not only include the New Curriculum Requirements but also College Entrance Examination Explanation. Based on this, the discipline literacy learning objectives that conforming to students' actual learning condition can be established.

The requirements also states that the learning objectives should indicate "low gravity" which means the learning aims should suit the "learning condition" and should be practical and realistic avoiding "big and empty" teaching goals. The teaching plan should play a part in a class. Teachers can impart the learning aims in one class through the teaching plan handed out in

advance. The demonstration of learning objectives should be flexible so that students can be concentrated on the learning content and their learning interests and aspiration can be aroused.

2.2 Questions Inducing Query

Without questions, it is difficult to induce and motivate students' thirst for knowledge. We can say questions are learning motives and starting points for students. The questions planned can not be "difficult", "odd" or "deviating teaching plan". What is more, the questions should emphasize basic knowledge. The plan of questions should revolve around teaching goals, starting from the learning condition and life experience of students. Based on these facets, the question situation designed can be employed to intrigue the strong learning desire of students in this case, the learning interests can be triggered and the learning enthusiasm can be aroused. In this way can students fully focus on study.

Concerning questions, teachers can raise questions prior to the class or present relevant background information to students followed by query of students. Besides, questions can be raised through co-work. In a word, the purpose of these activities is to arouse the enthusiasm of self-study.

2.3 Independent Inquiry Learning

Self-directed learning is the primary characteristic of modern learning.(M.Temperley, 2008). The educators should transfer the responsibility of learning from teachers to students, letting students connect study with personal life, development and growth.

With questions in mind, the students come into independent inquiry learning stage. The important part of self-study is to finish "self-study learning case". During this period, students should analyze the content of textbook and resolve basic questions. The key point of learning at this stage is to figure out difficult points that can not be comprehended. It is also reasonable that students can work in a pair, preliminary low level problems. The teachers can give hints concerning self-study and encouragement in learning confidence, what's more, teachers should demand time spent on learning and tasks during self-study. By this way can the principal part of students be featured in a normal class.

2.4 Disambiguation Through Collaboration

Collaborative learning, based on self-study and interactive collaboration-oriented in teaching activities, was a learning pattern featured by interaction between the teachers and students. (Stephen D, 2002).The questions cannot be solved in independent inquiry can be dealt with in pair works. During this process, students' dominant role can be presented, letting students actively take part in all the learning activities and enabling students to link personal knowledge,one-hand experience,life world to study. The teachers should encourage students

to unscramble and comprehend textbooks on their own. Besides, personal feelings and peculiar insights of students should be respected, ensuring the learning process to be full of personal personalities.

Group members in disambiguation through Collaboration should communicate with each other directly and should be interdependent, exerting the effect of interaction and enhancing comprehensive skills, such as the abilities of collaboration, communication and coordination.(W. Johnson, 2002). During this teaching step, the teachers should pay respect to those who have poor academic performance or speak wrong remarks even those who hold different opinions.

This teaching link is primarily composed of three steps : Firstly, the students collaborate in groups, then discuss and solve questions ; Secondly, representatives chosen by study groups to demonstrate, comment and summarize ; Lastly, the teachers should offer feedback and sublimation. Here, the teachers should pay attention to mobilize the enthusiasm of students, covering different levels of students. what is more, the teachers should make sure the assessment formats should be multiple, developing a competition pattern among study groups.

2.5 Presentation and Practice

The teachers are responsible for questions that can not be solved by group work. The teachers will demonstrate on the platform, enlightening and inspiring doubts and newly-aroused questions.

"Presentation and practice" should place emphasis on difficult and important learning points, which should be pre-arranged in a lesson preparation. The teachers should expound questions found in the step of "disambiguation through Collaboration", questions can not be solved or easily misunderstood or omitted by students. On the other hand, the teachers should not explain questions that have been grasped or solved by students, and questions which are too difficult or odd.

2.6 Knowledge Construction

Based on dealing with specific and microcosmic problems, the knowledge of a class can be constructed, forming a knowledge frame, then the knowledge can be grasped from a macroscopic point.

"knowledge construction" can be achieved through two methods. On one thing, students construct knowledge by themselves, then, they will demonstrate followed by revising of teachers. On another, the teachers can finish knowledge construction personally. The teachers should let students learn how to think, organize and summarize, hence overcoming undesirable habits and improving academic performance.

2.7 Consolidate Training

Consolidate training should revolve around learning objectives and demonstrate "low gravity". This step mainly check the efficiency of a class, emphasizing

students' understanding of basic knowledge, echoing with previous learning objectives. The number of exercise should be confined to 3-5, which can better help students to strengthen study confidence.

Consolidate training can be prepared in "training plan". Students should finish these exercises in a class. The performance can be done through pair work, then checked by group leaders, lastly the teacher. Besides, The exercises can be designed by students according to the features of disciplines. And the students can have common progress through self-inspection.

2.8 Expand and Extension

In this part, the teachers should rationally exploit and take advantage of effective course resources and expand rich knowledge content, bringing textbook content into the cognitive system of students and sublimating the knowledge. The ability of dealing with actual problems using knowledge can be boosted while experiencing the pleasure of achieving learning objectives. The aim of expand and extension is to enhance the capacity of solving problems synthetically using knowledge acquired. On one hand, this teaching step can sublimate this class. On the other hand, it can help get ready for the next class. (Zhongmin Luo, 2005). The teachers can deal with this teaching step flexibly according to the academic level of students. For example, the teachers can integrate the content of whole passages or combine all chapters into background information, constructing knowledge system. What is more, the students can bring what he or she learned into their own cognitive system, sublimating their knowledge and enhancing their capacity of handling authentic problems. Lastly, the teachers can summarize what have learned in a class, laying the foundation for the next class.

3. THE OUTSTANDING FEATURES OF THE TEACHING MODEL

3.1 Keep a Foothold in the Classroom

This typical teaching pattern aims to return the classroom to all students, arousing the enthusiasm and activity of students, and consolidate what have learned right after a class. In this way, the efficiency of a class can be guaranteed.

3.2 Learning as the Main Body

According to the features of this teaching method, the key steps should be "Independent Inquiry Learning" and "Disambiguation through Collaboration" which present that the high value of study should be deeply thinking.

3.3 Teaching Plays a Leading Role

The teachers exert a leading role in this teaching pattern. They normally stand behind the screen, and go to the platform at critical moment. This part present that the high

value of study should include inducing.

3.4 Cooperation and Exchange

Cooperation between students, cooperation between teachers and students run through the whole teaching process, which demonstrate the educational idea of "learn how to survive ; learn how to study ; learn how to care ; learn how to innovate ; learn how to be responsible and learn how to cooperate".

CONCLUSION

Based on the principles of this teaching pattern and combined with my observation of English classes, I find that this teaching pattern is suitable for the high school I currently work in. Under this teaching model, the study attitude and behaviour of students have improved greatly, what's more, good study habits have been developed and learning efficiency has been boosted. At the same time, the teaching competence of teachers also achieved an improvement. However, some prominent problems can be noticed in this teaching pattern. Firstly, it is hard to figure out a proper breakthrough which will guide the students into a real exploration ; Secondly, a disorder situation will occur easily in the "independent inquiry learning" part, what is more, not all students will take part in this teaching step. Occasionally, the teaching tasks will not accomplish because of this disorder. And an efficient process evaluation is not guaranteed.

In view of all these problems, some practical suggestions can be put forward. To begin with, "Subjectivity" should be the center in the exploratory activities and the teachers should help develop a democratic and harmonious class atmosphere. Besides, the teachers should also focus on degree of involvement, all students should be encouraged to participate in group works. In addition, the teachers should play a good role of guide and allocate teaching time properly through the whole class. Lastly, teachers ought to figure out and perfect conclusive evaluation means after class.

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