

# Some Thoughts about the Construction of Individualized College English Teaching Mode

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## ABSTRACT

Individualized college English teaching is an important practice for colleges and universities to carry out college English teaching reform. Starting from the analysis of the connotation of individualized college English teaching, this paper summarizes the significant characteristics of individualized college English teaching, and puts forward the idea of constructing an individualized college English teaching mode, in the hope that provides some reference for the comprehensive implementation of the current college English teaching reform.

## 1. Introduction

*The Teaching Requirements for College English Course* issued by the Ministry of Education in July 2007 clearly pointed out: “College English is a teaching system that takes English language knowledge and application skills, learning strategies and cross-cultural communication as the main content, takes foreign language teaching theory as the guidance, and integrates a variety of teaching modes and teaching means. In college English teaching, the principle of classified guidance and individualized teaching should be implemented according to the actual situation of various regions and universities, so as to meet the actual needs of individualized teaching.”<sup>[1]</sup> Therefore, the full implementation of individualized college English teaching has become a significant content part of the reform of college English teaching in domestic colleges and universities.

How to change the cramming-style teaching mode that

lacked individuality in the past, build a new era of teaching characteristics, and fully highlight the characteristics of students, has also become a key concern and research topic for college educators. Individualized college English teaching can effectively mobilize students’ enthusiasm for learning, cultivate self-directed learning ability, and truly fulfil student-centered teaching. Individualized college English teaching conforms to the developing trend of college English teaching reform and the current modern education trend of lifelong education and democratic education.

## 2. The Connotation of Individualized College English Teaching

The so-called individualized teaching refers to the teaching activities that teachers take individualized teaching as a means to satisfy the individualized learning of students and promote the healthy development of individ-

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ual personality. It has the characteristics of democracy, subjectivity, creativity and harmony<sup>[3]</sup>.

In college English teaching, individualized teaching means that teachers must fully respect and give full play to students' enthusiasm for learning, pay attention to ensuring the harmonious development of students' personalities, and guide students to understand the importance of self-knowledge through teaching, so as to achieve the purpose of all-round personal development. At the same time, cultivate students' ability to actively obtain information and think independently, and promote the coordinated development of knowledge, ability and personality. Adopting this teaching method can not only improve students' learning efficiency and the speed of accepting new knowledge, tap students' development potential, but also cultivate students' independent thinking and innovation ability, thereby improving their comprehensive quality. English teaching itself is a kind of quality education of language and culture. The purpose is to broaden students' horizons, enable students to learn to communicate and exchange information in English, and improve students' various communicative abilities. There are differences in each student's knowledge structure, interests and hobbies, and even the ability to acquire new knowledge and personality. Therefore, in the teaching process, it is not possible to adopt "one size fits all" method. Individualized teaching should be adhered to, and students' individuality should be the premise. To cultivate the enthusiasm of students to learn English, let students think actively and acquire knowledge, and then gradually achieve the ultimate goal of teaching.

In the individualized college English teaching, on the premise of making students abide by the principle of universality, teachers should respect each student's personal value as much as possible and maximize their potential, so as to truly allow students to use their own thoughts and behaviors according to their own thoughts and behaviors and communicate in English. Individualized college English teaching first emphasizes that teachers should maintain an equal position with students; secondly, through the interaction between teachers and students, students and students, to achieve a harmonious and unified method of students' knowledge logic and psychological logic, so as to build a spiraling process of improvement and development for students to learn English. As Liu Changjiang said: "Individualized college English teaching is essentially to provide English learners with teaching suitable for their own characteristics, so that they can develop fully, harmoniously and freely. Therefore, it also has the feature of democracy and harmony. To truly be people-oriented, individualized college English teaching must be guided

by democracy and harmony."<sup>[2]</sup> In the specific teaching process, teachers must adopt a variety of different teaching strategies and methods to guide and inspire students to learn English independently, encourage students to form a positive attitude of "I want to learn", and then develop the habit of "I like learning", so that students can gradually improve their English skills through continuous exploration and experience.

### **3. The Characteristics of Individualized College English Teaching**

In view of the above-mentioned connotations of individualized college English teaching, its obvious characteristics, such as subjectivity, creativity, democracy, harmony, etc., have been generally accepted and recognized by researchers at home and abroad. This study mainly introduces the following characteristics.

#### **3.1 Diversity**

Individualized teaching does not refer to single or personal teaching, nor does it mean a large collective class teaching, but pays attention to the needs and learning characteristics of each student, excavates and mobilizes students' learning motivation through diversified teaching methods, realizes students' effective learning effect and promotes students' development. Therefore, it can be said that individualized college English teaching is a variety of teaching activities designed according to the students' individual characteristics, interests and learning needs. The diversity of individualized college English teaching is mainly reflected in two aspects: one is the diversity of "teaching and learning". Specifically, teaching objectives, teaching design, teaching methods, teaching evaluation, etc. should be individualized and diversified according to students' personality characteristics, learning habits and learning needs. The second is to cultivate the diversity of college students' English skills. College English not only requires students to simply master some English knowledge, but also cultivate students' cross-cultural communication skills, such as listening, speaking, reading, writing, translation and other aspects. It is worth mentioning that the development of each college student's ability in these areas is not equal, but is emphasized due to the different interests and pursuits of individual students. Therefore, from the perspective of individualized teaching, the process of college English teaching should organically integrate the cultivation of college students' abilities and the development of students' individual characteristics.

#### **3.2 Speciality**

Although individualized teaching is not equal to specialized teaching, individualized teaching inevitably involves the factors of specialized teaching, and specialization is also one of the main characteristics of individualized teaching. In the specific teaching process, it is often necessary to provide specialized guidance and assistance according to the personalized needs of students, and this kind of targeted guidance to individual students is also an important manifestation of improving the quality of teaching as a whole, which itself reflects the basic fact of college English teaching in meeting the students' personalized needs. Of course, the specialized characteristics of individualized college English teaching do not tell us that we must teach college students one-on-one, but tell us that when students have personalized needs, they should be individually guided and helped, otherwise, it will be difficult to really solve students' confusion in learning English. This requires teachers to give full play to their educational and teaching wit when preparing teaching content and organizing classroom teaching, and to be good at discovering students' personalized needs through teaching diagnosis, so as to carry out targeted teaching.

### **3.3 Differentiation**

Differentiation is one of the important features of individualized teaching. Different students differ due to the deviation of intelligence, and even if they have the same intelligence, their score frame will vary. Differences in learning interest can lead to the deviation of the results, and psychological differences can also lead to differences in judgment. The most significant difference in the personality of different students is the difference in personality, which can be judged by teachers based on their actual attitude and will to act. In other words, different students themselves have great deviations. Teachers cannot ignore their differences in intelligence, nor can they assume that their intelligence is the same, but they can stimulate each student to exert their potential intelligence as much as possible. In teaching practice, teaching is conducted according to the intellectual characteristics of different students, so as to make teaching different. Individualized teaching should be the teaching of understanding differences, forming differences and solving differences.

### **3.4 Diagnosticity**

The so-called teaching diagnosis is the basis for education professionals and schools to judge teachers' teaching status and students' need to complete teaching objectives in order to make teaching consistent with students' needs and basic conditions. With the help of diagnosis, develop

an instructional approach that optimizes teacher teaching and removes barriers to student learning. Obviously, in the process of individualized college English teaching, it is the basic premise of implementing individualized teaching to better grasp students' personalized needs through teaching diagnosis.

In addition, the application of modern digital information technology provides favorable conditions for the diagnosis of individualized college English teaching. For example, based on the MOOC platform of big data analysis, it is possible to track students' learning process in real time, understand students' learning styles and characteristics, and provide purposeful guidance and assistance. Therefore, the individualized college English teaching can be completed by using digital technology. Although modern information technology contributes to the development of individualized teaching, the utilization of technology and the practice of individualized teaching are closely related to the leading role played by teachers.

### **3.5 Communicativeness**

To highlight the individualization of teaching, teachers need to reach the following same cognition in cultural adaptability: on the one hand, cultural knowledge and adaptability are the key components of communicative competence; on the other hand, language communicative competence is essentially the basis of acquiring cultural knowledge at a deeper level. In order to realize the teaching based on the individual needs of students and various disciplines, the teaching activities that integrate cultural characteristics can have real communicative significance. In view of this, this paper holds that the communicativeness of individualized college English teaching is mainly manifested in the following four aspects: first, through college English classroom teaching, Chinese students can master a lot of cultural knowledge of English-speaking countries, so as to realize the communicative function of college English; the second is to realize the cross-cultural communication function of College English through the reading of English materials; the third is to realize the communication function of college English through face-to-face dialogue, such as communicating with foreigners whose native language is English; fourth, on the basis of adhering to Chinese culture, promote Chinese culture to the outside world, so as to realize the communicative function of college English.

## **4. The Construction of Individualized College English Teaching**

The effective implementation of individualized college

English teaching requires the cooperation of students, teachers, schools and even the society. It is difficult to make personalized teaching effective by relying on one aspect alone. Specifically, it is necessary to mobilize these forces to form an individualized teaching guidance department or organization, under which there are individualized teaching in school teacher cooperation group and individualized teaching out of school expert group to guide students' individualized English learning from the aspects of school resources, school content, learning methods, school strategies and learning time, so as to ensure the organic unity of collective teaching and individualized teaching.

#### **4.1 Establishing an Individualized Teaching Guidance Organization**

The smooth progress of individualized college English teaching requires a strong individualized teaching organization to guarantee, which can better organizationally promote the implementation and effective development of individualized English teaching<sup>[4]</sup>. The establishment of an individualized English learning guidance organization can firstly standardize the implementation of individualized teaching from the system, so as to ensure the continuous development of individualized teaching. The functions of the college English personalized teaching guidance organization are as follows: holding seminars to discuss individualized learning plans, guidelines, problems in the development of students' individualized learning, coping strategies, conducting theoretical research on individualized learning, and guiding the continuous development of individualized English learning. In addition, the individualized teaching guidance organization is also responsible for understanding, contacting and organizing teachers and experts inside and outside the school, setting up an individualized teaching group, and assigning teachers and experts with different specialties to provide targeted guidance according to different student groups.

#### **4.2 Establishing an On-campus Collaborative Team**

Establishing a collaborative team of teachers in the school can evaluate and guide students' participation in individualized learning from multiple perspectives and levels, and provide valuable information and materials for students' individualized learning. Due to the different division of teaching and the difference in the educational quality of new and old teachers, it is often difficult for a teacher to undertake the task of individualized teaching guidance. Therefore, the development of individualized college English teaching will inevitably require teachers

to form an individualized learning guidance and collaborative team. For example, in terms of teaching content, some teachers are good at literature courses, some are good at linguistics courses, some have expertise in listening teaching, and some have skills in reading teaching.

In addition, the learning resources required for individualized teaching must also be completed through the cooperation of teachers. It can be said that teacher collaboration is an important guarantee for the guidance of individualized English teaching. Teachers' collaboration must consider the cooperation of English major teachers and non-English majors, the cooperation of teachers of various teaching subjects, and the cooperation of new and old teachers, so as to meet the needs of guiding students' individualized learning to the greatest extent.

#### **4.3 Establishing an Off-campus Collaborative Team**

The purpose of establishing an off-campus collaborative team is to make the school communicate with the society, and make effective use of various specialized English talents in the society to serve the individualized English teaching of the school. In the name of schools, colleges or college English teaching and research offices, you can establish contacts with English teaching and research institutions and English education and teaching experts in many off-campus or sister colleges, and hire them to be personalized guidance experts for college English. Because in the process of individualized English learning, individual learning activities are multi-faceted and complex, requiring instructors to have relatively high specialized knowledge and skills. However, English teachers in schools can not meet such requirements for skills and knowledge in some learning fields, so they need to rely on the power of social professionals. Therefore, colleges and universities must establish an off-campus collaboration mechanism for social interaction.

#### **4.4 Combining Individualized Teaching and Collective Teaching**

Individualized teaching is not opposed to collective teaching. The types of collective learning under the guidance of individualized English teaching are more complex, including individual learning, small group learning, as well as inter-class cooperative learning, classmate-year combination learning, and different school-year combination learning. Therefore, active teaching is actually organically unified with individualized teaching. Based on the above concepts, in the design of college English courses, we should actively seek the organic combination

of individualized teaching and collective teaching. On the one hand, individualized teaching is organized, that is, to ensure the time for individualized teaching; on the other hand, in the process of collective teaching, we should strengthen the individualized guidance of key learning contents and learning methods, such as allowing students to control more learning time, promoting the learning of contents of individual interest, and ensuring that students' learning has both a loose environment and rich materials.

## 5. Conclusions

In a word, the success or failure of individualized college English teaching is closely related to many factors, but it mainly depends on whether the differences among students have been clarified, and whether effective teaching guidance and improving measures have been adopted for various learning groups after the differences have been clarified. As a new educational concept and practice, individualized college English teaching can get rid of the limitations of traditional teaching methods, stimulate learning enthusiasm, autonomy and independence to the greatest extent, and truly realize the ideal teaching of "student-centered", and give full play to the advantages of modern

teaching resources and equipment, and comprehensively implement practical and effective college English teaching reform.

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