A Preliminary Study on College English Blended Teaching Based on Think-Pair-Share

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Abstract: Through the application of the Think-Pair-Share model, the teaching concept of "problem-oriented and student-centered" is implemented in college English teaching. With the help of blended teaching, the Think-Pair-Share model is applied from course content and classroom teaching activities, so as to stimulate students' interest in active learning, improve their ability to solve problems collaboratively, and further cultivate students' innovative thinking.
Keywords: Think-Pair-Share; College English; Blended teaching

1. Introduction of Think-Pair-Share

Think-Pair-Share (TPS) is a collaborative learning strategy developed by Lyman and Associates in 1981 to provide students with motivate students and promote higher-level thinking", to formulate an individual opinion and share their ideas with another student. TPS is where students work together to solve a problem or answer a question about an assigned reading[1]. This strategy requires students to think individually about a topic or answer to a question. Then each student is paired with another student or a small group in which students share their thinking with their partner. It is followed up with a whole-class discussion. Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material.

TPS has some advantages for learning a foreign language. It gives time for the students to think individually about a topic or answer to a question. It teaches students to share ideas with classmates and builds oral communication skills through critical thinking, and meaningful interaction. It helps focus attention and engage students in comprehending the reading material. It allows quiet students to feel free to suggest and give their argumentation [2].

2. The effectiveness of TPS in college English teaching

As a kind of interactive teaching method of mutual cooperation, TPS is especially suitable for large class size. The activity covers a wide range of content, including topic discussion, cooperative reading, brainstorming, note review, learning summary, scenario simulation and test review, and so on.

It helps students to enter into independent and in-depth thinking, encourages students to discuss, record and retell their own views and those of their peers, and further refine and perfect their own ideas in the communication and cooperation with others, so as to cultivate their independent learning ability.TPS give students opportunities to take the initiative to participate in the learning activities, forcing students to put forward ideas and express how they use these ideas. When students begin to share their ideas and opinions, everyone in peer groups see different ways of thinking, so as to further promote the students' active learning and deep learning.

3. The application of TPS in teaching design

Applying TPS in blended teaching can create a good environment and teaching atmosphere for students to actively participate in, strengthen the interaction between teachers and students, and between students and students, and improve students' interest and motivation in learning.

3.1 Grouping

Before the beginning of the study, students first choose the team leader, and the team members can be exchanged and combined freely. If the class size is 60, then the class size is divided into 10 large groups, each consisting of three groups of two. Each large group has a chief and deputy leader, and 20 chief and deputy leaders need to be selected. The class can be taught in a smart classroom with six students at each table and a large group. Through this grouping model, we can see the advantages of TPS for large class teaching. The larger the class size and the larger the group, the more brainstorming, the more open the mind, and the more answers and examples the students will provide during the sharing session or brainstorming session.

3.2 Before class

Before each class, the teacher will upload course materials to Chaoxing platform, including the audio of the text, the analysis video of the difficult sentences and paragraphs, the PPT of explaining key vocabulary and the extended reading articles related to

the lesson. In the PPT, there will be two or three questions, which are generally open questions to guide students to do deep thinking and TPS.For the questions raised in the guide PPT, students first think and write down the answers independently. Then the group members discuss in pairs through WeChat or face-to-face interview. After reaching an agreement, the three groups in each group exchange views and supplement each other to form an answer accepted by all six people and record it. Students can also communicate and interact with each other in small groups and large groups regarding any difficult problems in the learning materials, and record the unresolved problems and different opinions and viewpoints.Students prepare before doing TPS: they have questions about the translation of which text, they feel some ambiguity about the related professional knowledge points, and they are confused about the usage and definition of which words in scientific English.

3.3 In class

In class, there are two ways of TPS. The first is to share the learning guide in PPT. Since the two links of Think and Pair have been completed before class, which saves a lot of time, the teacher only needs to ask each big group to share their arguments and answers in turn. Each team can only present one argument at a time. The contents of the argument should not be repeated.

All arguments should be recorded by a Recorder (Recorder) on the blackboard.The second kind of TPS is that in addition to the questions in the guidance, the teacher randomly asks the students to point out their doubts and difficulties in studying the content of the textbook. According to the questions raised by the students, the teacher chooses the typical questions that most students find difficult to carry out on-site TPS. The field TPS shall be allocated according to the following process and time:(1) Thinking. Students think about the answers for 1-2 minutes.(2) Pairing. Two people in each group present their opinions to each other and listen to each other's opinions, and then merge with two groups nearby. The three groups present their own arguments respectively and discuss and supplement, and the six people reach a consensus for 2-3 minutes.(3) Sharing. Large groups (groups of 6) take turns to share with the rest of the class. Each group chooses one person to speak as a representative and takes turns to choose one. Each large group can only share one argument at a time, and the content cannot be repeated.

In the whole process, the teacher acts as a coordinator, guide, analyst, recorder, planner and summarizer to analyze, judge and guide the students' arguments. For open questions, students are encouraged to think deeply without judging right or wrong.

3.4. Assignments

Before class, teachers post assignments on Chaoxing platform and set the deadline. Assignments and works can be submitted in a variety of media forms, such as documents, pictures, audio, video, etc., fully showing the vivid convenience brought by the Internet era. The first and second types of homework need students to complete independently.(1) Traditional assignments. After each class, the students were asked to imitate and read the teacher's audio and upload their own audio on Chaoxing platform. When reviewing, the teacher will give comments and scores for each student's audio. In order to get the best results, students read the text over and over again, trying to submit with no mistakes. (2) Routine assignments. The completion of the questions in the textbook or the arrangement of notes.(3) Innovative assignments. The teacher will assign some homework that cannot be found in the textbook, which not only contains the professional knowledge of the lesson but also needs to be solved in English. Creative assignments require students to complete through TPS.

3.5 After class

Innovative assignment is an indicator of students' ability to use English as a tool to solve professional problems and reflects their deep learning ability. Students can complete it independently, or they can discuss and communicate in the study group or large group, learn from each other, carry out teamwork and communication, that is, TPS within the large group.After assignments are submitted, peer-assisted reflection is usually used to help students improve their communication skills and deepen learning. In this process, students have the opportunity to learn how to improve their learning through giving, receiving, and reflecting on feedback. For the mutual evaluation work, the evaluator must give detailed and concrete feedback, and cannot use the general and rough descriptive language to evaluate. As the evaluator, the student should carefully consider the feedback and reflect and summarize on the basis of it.

4. Conclusion

Through the implementation of the teaching concept of "problem-oriented and student-centered" and the application of TPS model, students' interest in learning English has been greatly increased. Students' thinking ability has been further strengthened, which changed the traditional way of listening to the teacher's explanation in class. Designing practical application scenarios and introducing problems can trigger students' interest in learning. Engaged in group discussion and class discussion, students can obtain solutions to problems and come up with many innovative ideas. Their ability to solve practical problems has been improved. By completing group reports and communication, students learn from each other and mobilize learning enthusiasm, which deepens students' understanding and is conducive to the construction of their knowledge system.

References

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