

The Research on the Application of Whole Language Instruction in College English Teaching

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ABSTRACT. *Based on the theory about whole language instruction, the article designed the basic mode of whole language instruction. And carried out an experiment on the application of whole language instruction among the students in the Department of Mathematics in Shanxi Normal University Linfen College. Through the experiment, the following aspect is confirmed: whole language instruction can help college students enhance their English proficiency and scores.*

KEYWORDS: *Applied Research, Whole language instruction, College English Teaching*

1. Introduction

Chinese college English teaching has made great achievements in the past ten years. However, there are still many problems in college English teaching. The present English teaching situation needs to be examined in a new perspective. In many ways, whole language teaching mode conforms to the present situation in college English teaching in China. First, college English teaching progress and teaching materials are more flexible; Second, college students have more free time to develop extra-curricular learning resources. Finally, the research on the application of whole language teaching method in college English teaching has not yet been discussed and needs to be deeply discussed and developed^[1]. All these are suitable for the use of whole language teaching mode in colleges. Therefore, this

article aims to explore the application of whole language teaching mode in college English teaching, and provide reasonable suggestions for college English teaching.

2. The Content of whole Language Teaching

Whole Language refers to learning and teaching language as a whole^[2]. It makes full use of language situations and contexts to cultivate language skills, encourages students to write in large numbers. In addition, language learning can integrate learners in other fields, combine language learning with professional knowledge in the fields of literature, art, computer, economics, and management etc^[3].

3. The Teaching Design of Whole Language Teaching Mode

This article takes the teaching of a unit as an example to design the teaching process.

(1) Guide students to use teaching reference books to self-study the teaching materials which are designated by the school authorities.

(2) Solve the difficult problems of students in the process of self-study, ask students to write a summary of the text each time and have free talk in groups about what they write.

(3) Create real situations for students, allowing students to write to their classmates so that students have real readers.

(4) Provide students with literary works related to their learning material, ask students to finish them before next class and write the reading feelings.

(5) Guide students to revise their writing works through the correcting network.

(6) Students report their written feelings of reading in groups.

(7) Design an application of mathematical knowledge in daily life such as, students can describe the size of the classroom blackboard, the shape and size of the windows, and the number and size of desks etc^[4].

(8) Design different evaluation forms for students according to the teaching contents of each class to conduct formative evaluations^[5].

4. The research design

4.1. Research objects

This study was carried out among the 15th students in Mathematical Department of Shanxi Normal University Linfen College. A random sample of 50 students was selected as an experimental study. Among them, 25 students form an experimental class(short for EC) and the other 25 students form a controlled class(short for CC).

4.2. Experimental hypothesis

Whole language teaching mode can improve the English learning scores of college students.

4.3. Research methods

experiment

4.4 Experiment procedures

4.41 Test

To prove that whole language teaching mode can improve college students' English scores, before the experiment, on September 2nd 2015, the author conducted an English proficiency test in EC and CC. The level2 examination paper of the Public English Test March Edition was used as the Test paper. Use SPSS 17.0 to analyse the test results. Then, in EC whole language teaching mode was adopted, and in CC the traditional language teaching mode was adopted. After a nine-month experiment from September 2015 to June 2016, the author used the Level2 examination paper of the Public English Test September Edition to test the students in EC and CC again. At the same time, SPSS17 .0 was used to analyze the test results. The results are the following: Before the experiment, mean in EC and CC is 50.6000 and 50.7600 respectively. The maximum score in EC is 66 and 67 in CC. The minimum score in EC is 25 and 27 in CC. The significant difference of the

mean value is 0.62, greater than 0.05. After the Experiment, mean in EC and CC is 60.9600 and 53.0800 respectively. The maximum score in EC is 80 and 68 in CC. The minimum score in EC is 31 and 35 in CC. The significant difference of the mean value is 0.000, less than 0.05.

4.4.2. Analysis of results and recommendations

(1) The above data shows that before the experiment, there were no obvious difference between EC and CC in mean, maximum, and minimum of the scores. They were almost in the same level. It is suitable to carry out the experiment between these two classes. After nine months of experiments, EC adopted whole language teaching mode and CC adopted the traditional language teaching mode. The mean, the maximum and the minimum of the two classes were significantly different, with a significant difference of 0.000 which is less than 0.05. This shows that EC is better than CC in the examination scores and whole language teaching method can improve college students' English scores effectively, and experimental hypothesis is proved.

(2) Recommendations: In college English teaching, teachers should try to study and create new teaching mode to stimulate students' learning interests and meet their learning needs. Whole language teaching mode is better to create a relaxed, pleasant and realistic environment, and English teachers can have a try to use it.

6. Conclusion

In a word, using whole language teaching modes, the experimental class has obvious advantages over the controlled class in terms of English proficiency examination. Students prefer to learn English in a relaxed, pleasant and realistic environment. The improvement of learning interest directly affects students' enthusiasm for learning English. However, due to the short time of the experiment, the limited conditions, the limited number of participants and the lack of a unified authoritative test system, the experimental conclusions need to be verified on a larger scale.

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