Brief Study on Literature Education with Exploration-Internalization Mode on Information Technology

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ABSTRACT

In recent teaching reform, we can see different teaching methods and different teaching modes to be applied. All of them are to be used to get different teaching purposes. In the paper, the author has studied literature education, which is difficult in China. And the author compared the teaching reform effects, which are from the real teaching reform course. Through the comparison, the author found that Exploration-Internalization Mode (EIM) is an effective mode, and it can play an important role in improving autonomous learning abilities when it is closely connected with information technology. In the paper, the author used some comparisons, some examples, some real teaching conditions and some statistics to show the efficiency of the mode, which will be beneficial to other educators and future literature education.

INTRODUCTION

As we know, teaching reforms have been put forward in China for many years since there are some disadvantages in some old teaching modes. Especially for some English courses such as literature education, in the long teaching course, some teachers have their habits to explain some literature definition, literature stories etc. To students, and students are accustomed to listen to their teachers’ explanations. The mode had been fixed and it’s hard for present teachers to change the situation. With time on, some present students feel the subject is very boring and difficult, and it is even hard for them to remember the main lines of the subject. As the condition appears, some researchers began to put forward some measures to solve the problem, and then the teaching reform of English literature education appears in China.

In the university of the author, some teachers put forward some teaching reforms and Exploration-Internalization Mode (EIM) has been approved by some experts. Since 2015, the author has used EIM into literature education and she found some important findings. Firstly, the old teaching mode ignored the autonomous learning abilities of students, and EIM solved the problem through some methods for improving autonomous learning abilities. Secondly, the old teaching mode ignored interactive abilities of students in class, and EIM solved the problem by Lanmuyun system with

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information technology based on task-driven points. Finally, the old teaching mode ignored learning efficiency after class, and EIM solved the problem by after-class test by Lanmuyun system.

In the paper, the author will display the teaching condition of English literature class, and analyze the efficiency of EIM with information technology by comparison of different conditions of different classes. The aim of the author is to improve teaching efficiency and advocate good teaching mode for other teachers in the world.

**TEACHING REFORM ON LITERATURE EDUCATION**

As we know, any teaching reforms must be based on teaching practice and teaching course. Literature education is different from some other subject. It is closely connected with culture of the special periods. At the same time, it is also connected with special history of some special periods in different countries. As for culture and history, there are some abstract elements to be explained difficultly. So we must put our teaching reform on the following points.

**Table 1. Main Points of Teaching Reform.**

| Stages       | Reforming Points                                      | Participant(s) | Noting Points                                                                 |
|--------------|-------------------------------------------------------|----------------|--------------------------------------------------------------------------------|
| the first stage | 1. teaching theories  
                       | 2. teaching ways  
                       | 3. teaching materials  
                       | 4. teaching arrangements | teachers | All the details will be realized by the teachers. |
| the second stage | 1. teaching mode  
                        | 2. interactive ways  
                        | 3. practice ways | teachers & students | scientific design  
                        | scientific realization |
| The third stage | 1. checking system  
                      | 2. testing materials and testing system | teachers & students | scientific realization |

From the above table, we can see the three stages of teaching reform of literature education. The reforming points are the key ones for the success of the reform and the participants also play important roles in this course. The noting points should also be paid attention to.

As for the first stage, the relationship of the four elements are as follows. And from the table 2, we can see the relationships between each one clearly.

**Table 2. The relationship of the first stage.**

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the first stage
  teaching theories---basis for reform
  teaching ways---detail measures for reform
  teaching materials---reform dependence
  teaching arrangements---reform plans
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As for the second stage, the relationship are also seen clearly as follows. In fact, the second stage is the practice and realization stage, which is important for the success of EIM. As we know, EIM includes two aspects including Exploration and Internalization, and exploration mainly depends on teachers while internalization mainly depends on students. But the ways or modes must be designed by teachers scientifically, or it may leads to tiredness of teachers and students.

Table 3. The relationship of the second stage.

| Teaching modes--designed by teachers scientifically |
|---------------------------------------------------|
| Interactive ways--design according to conditions of students |
| Practice ways--design according to learning conditions |

As for the third stage as follows, it is a stage for checking teaching efficiency by some scientific ways. In this stage, it is based on the former teaching conditions and former learning conditions of students. And in this stage, the result analysis is necessary, which is important to test teaching efficiency of literature education. Whether can we test our teaching efficiency, the scientific design of testing system is very key.

Table 4. The relationship of the third stage.

| Checking system--scientific realization |
|-----------------------------------------|
| Testing materials and testing system--scientific realization |

From the above analysis, we can see that the third stage is the final stage for the teaching reform. As for the final stage, the checking purpose is hard to realize really. The course needs efforts of teachers and students as well as the scientific design according to the learning basis of students. In this stage, scientific realization is very important for its consideration of testing materials and testing system. In fact, the author has adopted Lanmuyun system and design testing system according to the basis of students ahead of time with colorful forms of testing based on the habits of students and learning conditions of students. In addition, the final stage also depends on the second stage because the second stage is the main operation stage, in which the learning conditions and learning problems will be reflected and recorded. And through the final stage, teachers can see whether some learning problems have been solved or not. In order to realize teaching efficiency, some class activities had been applied such as group-discussion, single-speech, literature-imagination, literature-analysis etc. All class
activities are used to promote learning motivation of students as well as learning qualities of students. The detail measures have also been used in class too.

**EIM USED IN LITERATURE EDUCATION**

In the above contents, we know that EIM includes exploration and internalization aspects. And exploration mainly depends on teaching skills and teaching designs, while internalization mainly depends on the application of learning contents of students. In fact, EIM teaching mode was put forward by some professors in Wuchang university of technology and had been tested efficiently since 2015. In the early period, EIM had been questioned because of its real difficult operation. Some teachers wondered that the mode may be stopped on its ideal theories. Some teachers were worried about its difficult realization steps. But in the realization periods, when the headmaster require each teacher should use the mode and study the mode, and then the mode had been used successfully. In the application of EIM, some problems had been figured out by the teachers as follows.

- In the pre-class period, the tasks are very heavy, and how could students finish them efficiently in fixed time?
- In real class, there are several steps to realize the mode, how can teachers really realize the mode?
- After class, there are so many tasks to go over the learnt knowledge in class. How can students really use their heart to finish them by not copying them from others?

According to the above problems, as for the teachers for literature education, they discuss the questions head of time in group, and then the teachers make up scientific teaching plans for their own class. In class, they began to use their prepared teaching materials to organize their class for realizing teaching plans very well. The detail courses are focused on the following points.

- In each class, the teachers classify all of the pre-class tasks in different types and them put them in Lanmuyu system logically. Each task should be signed on finishing time, attention points, difficult points and materials for looking for, which are good for students finishing them lightly.
- For the same reason, in class, the teachers also divide their teaching contents into scientific groups and put them in Lanmuyu system ahead of time including all class activities, which will ensure the class go on successfully and efficiently.
- As for the exercises, teachers also arrange them ahead of time according to the teaching contents in class. After-class tasks generally can be divided into three groups for going over the contents, learning the further contents ahead of time, and practicing themselves efficiently.

Generally speaking, EIM mode can be applied in literature education in the condition of application of modern information technology such as Lanmuyu system, modern techniques and modern equipment. All of them can be realized by the scientific arrangements of teachers and active attendance of students.

**CONCLUSION**

From the above analysis, reform of literature education had been analyzed. In the paper, we can seed the important points for the success of the reform and the detail measures to ensure good results of reform. The author has used scientific analysis based
on some data. The author also hopes that the paper will be useful for all other teachers in literature education

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