

An Analysis of the Focal Problems in the Reform of College English Teaching

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Abstract: In the 21st century, modern education has entered a new stage of transformation and development, and College English teaching is also faced with many new problems and challenges. Although the reform of College English teaching has made phased progress, there are still many problems to be further solved in daily teaching, so the work situation facing teachers is not optimistic. In the future, we need to make clear the focus of College English teaching reform as a starting point to gradually create a new teaching pattern for students, so as to improve the quality of teaching. Thus, the author puts forward the opinion on how to promote the College English teaching reform from the focal issues in the College English teaching, hoping to be helpful to promote the optimization and implementation of the relevant work.

At the present stage, the demand for English talents in various industries in China is increasing, so we need to improve the comprehensive quality of college students through the optimization and reform of English teaching mode in order to help them better integrate into the society. In the history of College English teaching in the past 20 years, three syllabus have been issued. Based on the syllabus, we can make it clear that no matter how to reform College English teaching, we need to focus on solving the following focal problems, which is the key to improve teaching efficiency.

1 An Analysis of the Focal Problems in the Reform of College English Teaching

First of all, the teaching method is relatively backward and can not meet the actual teaching needs. In this stage, most domestic colleges and universities are still using large-class English teaching mode, coupled with the continuous expansion of enrollment and the surge in the number of students, so the actual teaching quality can not be guaranteed at all. Because of the increasing imbalance between the number of students and the number of teachers, non-English majors can only be forced to adopt the “teaching in one class” mode. Sometimes a teacher may have to face hundreds of students, and students may also come from different majors.[1] Under this teaching mode, students are unable to carry out language learning and practice at all, and a teacher often has to face hundreds of students, which determines that daily teaching must take the teacher as the main body. Therefore, students can only passively accept the knowledge transmitted by teachers, and there is no effective interaction between teachers and students, which ultimately affects students' enthusiasm for learning. To sum up, the follow-up teaching should take the integration of teaching resources as the starting point to innovate the teaching mode in order to change the current teaching mode and improve students' learning efficiency. When conditions permit, the teaching mode should be chosen according to the nature of different majors so as to improve the pertinence of College English teaching.

Next comes the weak listening and speaking ability of students. In essence, College English teaching is to teach students a language and to enable students to apply what they have learned in class to practice and solve practical problems. Therefore, the cultivation of listening and speaking ability is also a very important work. Under the traditional teaching mode, College English teaching is mainly done in the order of “explaining words — doing exercises — reviewing exercises”. Although teachers can quickly master words or grammar knowledge directly, however, this practice of teaching words or grammar simply as knowledge ignores the cultivation of students' listening

and speaking ability, and finally affects the all-round development of students. Moreover, because teachers do not carry out English teaching from the perspective of language, students have little opportunity to communicate in class, which is also a key problem to be solved in the future teaching.

Finally, there is the lack of humanistic literacy in College English teaching. In the new era, the economic exchanges between China and other countries are getting closer and closer, so English teaching has been paid more and more attention by educators. However, the problem of lack of humanistic literacy in College English teaching is becoming more and more common, and this kind of problem also affects the all-round development of students to a certain extent. In modern society, humanistic literacy is a necessary spiritual quality for college students, which can not only determine their speech and bearing, but also affect their study habits and make them useful for their whole life. Based on the analysis of students' all-round development, in daily teaching, we need to break the past rules and regulations, really carry out English teaching from two aspects of culture and knowledge, and strengthen students' understanding of English culture through corresponding teaching guidance measures. Combined with the analysis of the actual teaching situation, few colleges and universities can meet the above requirements in daily English teaching. Under the pressure of CET-4 or CET-6, College English teaching is carried out with textbook knowledge or examination skills as the core in most cases. Therefore, students only learn vocabulary and language, and do not understand the cultural connotation and background behind English at all.[2]

2 Specific Strategies to Solve the Above Problems and Promote the Reform of College English Teaching

2.1 Innovating the form of teaching

With the continuous improvement of the level of English teaching in China and the optimization of teaching concepts, English education in colleges and universities no longer uses the word "scores" as before, but begins to pay attention to the comprehensive development of students. In the current context of examination-oriented education, many College English teachers still adopt the "cramming" teaching method, and the teaching method is monotonous and boring, so it is difficult for students to have enough interest in English learning, and naturally they can not achieve the ideal teaching effect. Therefore, we should start with the current teaching form, keep pace with the times, combine the students' actual situation, innovate the teaching mode, optimize the course design, and actively apply the form of multimedia and micro-classes to create a specific learning environment for the students and give English learning the characteristics of the times. College students already have enough self-study ability, teachers should properly "give freedom", guiding students to study independently, so that students can master learning methods and sum up learning rules. In addition, teachers should enhance students' sense of participation as much as possible, make use of the form of group cooperative learning, let students participate in learning and discussion, arouse students' interest in learning, and then continue to provide students with English application ability[3].

2.2 Strengthening students' oral English training

In practical teaching, teachers should highlight the instrumentality of English and enhance students' oral training. On the premise of the increasing demand for English talents in various industries in China, the training of this part must draw more concern, which will directly affect the students' comprehensive English literacy. First of all, it is necessary to make students realize the importance of oral English training, and then lay a good foundation for the orderly development of follow-up training. On this basis, it is necessary to build an oral training platform for students from

the starting point of the integrated use of existing teaching resources, and then the effective integration of College English teaching and oral training can be realized step by step. During this period, it is necessary to create a relaxed and pleasant teaching atmosphere for students and encourage them to speak English boldly. Although many students entering the university have got rid of the embarrassing situation of “dumb English”, there are still some students who are still affected by this kind of problems, so teachers need to take care of most of the students as much as possible so as to improve their oral English in an all-round way. Besides teaching in class, we can also try to organize some practical activities related to oral English training by relying on the club or English corner in the school. In this way, we can not only realize the transition of English teaching from in-class to “combination of in-class and after-class teaching”, but also guide students to apply what they have learned to life practice and finally improve their comprehensive quality.

2.3 Improving the assessment and evaluation mechanism of College English teaching and promoting graded English teaching

The optimization and innovation of the current College English teaching evaluation mechanism is the key to College English teaching reform, which will directly affect the overall improvement of classroom efficiency. Specifically, we need to combine the specific teaching content to complete the optimization and reform of the evaluation mechanism, and evaluate the students' learning performance from the aspects of listening, speaking, reading, writing and so on. After that, we need to further innovate the means of assessment and evaluation on the basis of teacher evaluation, and construct a diversified evaluation structure with self-evaluation, other evaluation, diagnostic evaluation and final evaluation as the main body, so as to promote the reform of College English teaching.

On the basis of optimizing the teaching examination and evaluation mechanism, we must also do a good job in popularizing the English graded teaching model. In the first stage, when students enter the university, they can try to divide them into classes according to their English scores in the college entrance examination, and carry out English class-walking teaching on this basis. This can enable students to improve their English level step by step on the existing basis and promote their all-round development. Hierarchical or step-by-step teaching does not mean the negation of students, but chooses the English teaching methods that are suitable for them based on their actual English proficiency. In the second stage, in the daily teaching, English teachers must also innovate the teaching mode when carrying out teaching design, and try their best to make their own teaching plan take into account all levels of students to help them improve their English level. On the basis of the above work, we can also use the corresponding teaching guidance and intervention measures to stimulate students' enthusiasm for learning.

3 Conclusion

Under the influence of the globalization of market-oriented economy, the exchanges between countries in the world are increasing. English, as the most widely used language in the world, plays a vital role in the communication gap between countries. As an important position to train English talents, universities must give full play to their due value at the critical moment. We must adapt to the development trend of the times, promote the optimization and reform of College English teaching, constantly change the current English teaching methods, and improve students' ability to use the language and train high-quality English talents for the healthy development of China's socialist cause, so as to give full play to the role of English majors in promoting social development.

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