

Assistance Strategy for College English Education Underachiever in Applied Undergraduate Colleges and Universities

Lixia Tan

Foreign Languages Department, Baise University, Baise, 533000, China

Keywords: applied undergraduate colleges and universities; college English education; underachiever; assistance strategy

Abstract. Under the wave of a new round of college English teaching reform, college English teaching job in applied undergraduate colleges and universities face a special teaching group, namely underachievers. They have become the focuses and the difficulties in current college English teaching work of applied undergraduate colleges and universities, we should give targeted counseling and assistance to them based on the needs of current actual college English teaching reform to guide them reshaping the self-confidence of English learning, eliminating all negative emotions and attitudes, and truly let them improve their efficiency and effectiveness of college English learning under the guidance of a scientific and reasonable underachiever assistance strategy.

1. Preface

With constant advancing and in-depth reform for College English Teaching in China, a lot of College English teachings in China have varying degrees of changes. Among them, College English education in applied undergraduate colleges and universities also try a number of teaching reform project, the main purpose is to train senior personnel with practical English application ability and to make English language skills as their supplementary means in their work. However, there are many English underachievers in application-oriented colleges and universities; they are the product of Popular Education Mode. The reform of college English teaching must take appropriate assistance policies for these special groups, as far as possible to meet their individual learning needs and strive to improve their integrated English language competence, so as to develop comprehensive practical talents for the community. Therefore, it requires us to conduct detailed analysis for the current situation of college English teaching for the current applied undergraduate colleges and universities, point out some of the existing problems and put forward some concrete and objective improvement strategy, so as to let College English underachiever in undergraduate colleges and universities Colleges get targeted college English teaching guide and establish confidence in learning English.

2. The Current Situation and Problem of College English Teaching in Current Applied Undergraduate Colleges and Universities

(1)The teaching objectives positioning is not scientific and accurate enough. In the teaching process of College English in applied undergraduate institutions, their teaching objectives are mainly positioned on the basic English, resulting in that a lot of college English teachers have the test-taking mentality and methods; some students have no keen interest in learning, etc. ultimately makes the efficiency and effectiveness of college English teaching is poor. And in fact, the goal of college English teaching for applied colleges and universities is to develop applied talents with comprehensive quality, however, when college English teaching reform meeting with the training objectives, it is S somewhat awkward; inaccurate positioning let it fall into the whirlpool of a basic teaching and skills teaching, and thus cannot achieve good results in English teaching;

(2)Students have poor English basis and they are lack of interest. In terms of College English learning basics for students in applied colleges and universities, it is not very strong; compared to students in key universities, their foundation in English basis has to be further enhanced, plus English proficiency gap under Mass Education Mode is widening, which make the college English

teaching in applied undergraduate colleges and universities facing many difficulties. Although some applied undergraduate colleges and universities have begun to try some newer teaching measures, but it has a higher education faculty requirements which is not conducive to students' personalized learning English. Many students' interest for learning English is not strong enough, the main purpose for them to learn English is for CET-4 and CET-6, so the entire English teaching seemed to have too strong exam-oriented. This student groups with poor English basis as well as incorrect English learning attitude apparently unable to achieve better results in English teaching, and Students' English language proficiency cannot get effective to improve;

(3) Faculty and excellent quality is not good enough. Although the reform promotion of college English teaching in recent years is in full swing, also it has made certain teaching reform achievements, but on the whole, the Faculty and excellent quality is not good enough in applied undergraduate colleges and universities, many English teachers' English Teaching levels still remain in their original basis, and related training opportunities for them to conduct depth studies of are very few. In addition, many English teachers in applied undergraduate colleges and universities pay more attention to English teaching quality than the research activities, thus the lacks a more comprehensive theory of teaching English as a support and guidance. Also some English teachers pay more attention to their personal role in the teaching work, but not enough attention to their play in the position and function in the teams which make their teaching team looks a little dull and unable to fully mobilize the flexibility and application of the teaching team, of course, it is not conducive to improving the effectiveness of college English teaching;

(4) Relevant follow-up curriculum of College English is not reasonable. College English Teaching in applied undergraduate colleges and universities require follow-up comprehensive ability training teaching on the basis of the existing English basis, thus effectively enhance their comprehensive English literacy and practical application ability, and provide strong support for future work and life. However, when applied undergraduate colleges and universities set follow-up curriculum of College English as elective course, they are lack of sufficient attention, and even lack of appropriate teaching programs, which seriously affected the teaching effect improve of this English electives, and Teaching of English follow-up curriculum is actually an effective bridge between achieving basic English teaching and post English teaching;

(5) English learning atmosphere of schools are not rich enough. In the College English teaching process of applied undergraduate colleges and universities, many teachers and school administrators are not able to fully realize the creation of English learning environment and creation work, so that students in these institutions are lack of necessary English learning atmosphere in the process of learning English; their second English class is extremely lacking which cannot really use classroom English knowledge better for application and practice and cannot get a higher English language learning. In addition, students in applied undergraduate colleges and universities have no strong English learning interest. When they participate in some English activities, the will of the whole is not very strong, so that their self-learning ability in English get a greater degree of limit; they are lack of scientific and effective self-learning and self-management mode and cannot really explore more effective teaching model;

(6) The evaluation system of College English teaching is not perfect. Compare with evaluation system of traditional college English, college English teaching reform in applied undergraduate colleges and universities, although to some extent, promote reform and development of the corresponding college English teaching evaluation system, on the whole, it was not scientific and perfect enough which cannot accurately reflect complex situations of college English teaching in such universities, and thus cannot really play a more active role in promoting, and sometimes also lead to some contradictions and problems. Therefore, in view of this college English teaching evaluation system is not science and sound, we must reform it as soon as possible to avoid the recurrence of the current assessment which the college English teaching just a one-sided emphasis on the kind of teaching achievement assessment but to neglect to assess the status of the teaching process monitoring; in this way, the college English teaching evaluation system can really reflect the quality of English teaching, thus effectively improve the English proficiency of college students.

3. Assistance Strategy for College English Education Underachiever in Applied Undergraduate Colleges and Universities

(1)Conduct ideological guidance to underachievers. Some underachievers in College English Education of Applied undergraduates colleges and universities belong to special teaching groups, for their attitude towards learning English maybe deformed and they are lack of adequate English learning self-confidence, which are seriously affected their college English learning enhancement. However, as far as we know, if we really want to learn college English better, first of all, you should correct attitude towards English learning from the ideological aspect to improve their English awareness. In fact, many underachievers think English learning has little with the future work and life, which led to their fear of difficulties in the learning process. So, this requires us college English teachers start from talents training objective of applied undergraduate colleges and universities to establish a good and harmonious teacher-student relationship; do not be nervous to feel headache for underachievers, but to always adjust our teaching strategies based on actual teaching situation, especially deal well with the relationship between teachers and the underachievers; narrow the sense of distance between teachers and students and enhance the sense of intimacy in order to establish a close relationship between teachers and students which is a good help to help underachiever to change college English learning attitude. In other words, college English teachers should strive to capture more advantages from underachievers, encourage them to express themselves bravely, enhance their sense of innovation and ability to guide them to actively participate in a variety of English learning activities, so that they will fully understand the English learning fun and a sense of accomplishment, thus motivating them to better English learning;

(2)Respect English learning features of underachievers. College English learning of some students in applied undergraduate institutions is lagging behind, they are generally referred to as underachievers. This requires college English teachers to actively innovate their English teaching methods and strategies to give full play to the leading position and role of teachers and to maximum stimulate underachievers' interest in learning English. So, this requires English teachers in applied colleges and universities strive to create a kind of positive interaction of English atmosphere, fully respect for the personality characteristics and learning needs of English underachievers; to be the real English learning counsellor as well as helper which also can maximize stimulate interest in learning English for underachiever. In fact, in the traditional English teaching process, many English teachers only one-sided give enough attention and care for better student achievement; but gave more tired attitude for those underachievers attitude is more tired, over time to form ignorance for underachievers in English Teaching, resulting in these underachievers have even less self-confidence for English learning. In order to change this status quo of teaching, English teachers in applied undergraduate institutions should actively carry out the English teaching activities; in order to let underachiever better involved and help them feel better of learning English charm, so subtle and gradually enhance their interest in learning English, so underachievers' learning English will be easy to get multiplier effect to obtain teaching effect. In fact, these underachievers' English foundations are vastly different, they have their own learning characteristics and personality needs, English teachers should carefully analyze their learning characteristics and requirements to help them timely solve various English learning difficulties and problems. This requires us English teachers develop appropriate teaching programs for underachiever according to different situation.

(3)Improve English teachers' team quality. College English teaching effect improvement in applied undergraduate colleges and universities is apparently cannot do without highly qualified English teacher team; it is because those highly qualified English teachers can successfully stimulate underachievers' interest in learning English, and underachievers enjoy high-quality English instructor. Therefore, teachers in applied graduate colleges and universities must improve the professional quality. So, this requires our English teachers first from their own point of view to continuously improve their professional standards and other relevant overall quality, strive to innovate self-effort to improve English teaching methods and strategies to achieve self-development and self-improvement, to become college students', especially underachievers' role models. College English Teachers must change the kind of underachiever psychological discrimination, they should

use care to treat them sincerely and warmth underachiever, so that they get real concern in terms of ideology, and put into action, so that they will develop an understanding of the English learning and gradually develop a pleasant English learning habits. That is to say, college English teachers in applied undergraduate institutions should adopt targeted English teaching methods and ways to guide them to produce their own courseware, to carry out activities and English competition, to emphasis on learning and application of English basic knowledge, and strive to cultivate their English practical skills and make efforts to create a kind of suitable English teaching environment, and highlight the underachievers' individual value, so they eliminate the psychological barriers of English learning and establish innovative concept of talent, to cultivate the underachievers to become potential talents with ownership and the subject spirit. Meanwhile, the college English teachers should also take target incentive and rolling out system to help underachievers strengthen their English learning motivation, and the implement self-management model, fully mobilize their learning enthusiasm and initiative, so that they are always in a dynamic teaching management mechanism. Of course, college English teachers should have well classroom design and teaching exchange outside the classroom to take a comprehensive evaluation model; not only should fully respect students' individual learning needs and development characteristics, but should also pay attention to double features with the teaching entertainment and participatory to help underachiever better eliminate learning inferiority complex, strengthen their self-esteem and self-confidence to learn English, and gradually help them develop good study habits and learning quality, and ultimately achieve efficient learning of English.

4. Conclusion

In short, college English teaching underachiever s in applied colleges and universities is a special group need for special treatment, English teachers must change the traditional teaching philosophy, really care about these underachiever groups, encourage them psychologically and certainly affirm their individuals values, satisfy their need to be respected and self-realized, thus helping to train and improve their English learning interest and ability, so that they shift from passive learning to active learning and become the subject of learning English, let them get effective guidance from learn thinking, learning strategies, learn mode and many other aspects improve English learning and application proficiency.

Acknowledgments

This article is the program of Fund Baise College Teaching Reform Project: Research and Practice on Colleges English and "Professional English" convergence mechanism construction in applied graduate colleges and universities, project number: 2014JG40,

References

- [1]Cai Jigang. Thinking on the Repositioning of College English Teaching in China [J]. Language Teaching and Research, 2010 (4): 306-308
- [2] Cui Min, Tian Ping. Research and Practice on New Evaluation System of College English Teaching [J] Chinese Foreign Languages, 2010 (2): 8-12
- [3] Jin Lei. Issues and Strategies in Class C of College English Grade Teaching [J] Exam Week, 2011 (8): 78
- [4] Song Haoyang. Current Learning Situation and Solutions for Poor Students in College English Learning --- A Case Study for rebuild class students [J] Journal of Hotan Normal School, 2010,29 (6): 121