

Research on College English Teaching Reform

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ABSTRACT: University College of English is an important and offered basic courses. College students are the most important way to obtain knowledge and skills in English. University College of General English teaching in recent years has made remarkable achievements. The overall quality of students' English proficiency and teachers are gradually improving. However, there are still many problems in the current college English teaching, English proficiency of university graduates lacking. Scientific and technological progress and social development of a comprehensive English skill of university graduates put forward higher requirements. Therefore College English Teaching in Colleges put forward higher requirements.

Introduction

Due to social progress and the improvement of living standards, people's expectations of education is also rising. China's higher education is a popular walking path, college enrollment is an irreversible fact. Increase in the number of college entrance makes college English teachers' shortage even more severe, so relying on the existing teachers in accordance with the existing teaching model cannot effectively complete the arduous task of teaching college English. In addition to increased teacher training, and enable them to more effectively carry out all kinds of teaching. What is more important is that the existing teaching objectives, teaching content, teaching methods, teaching methods, teaching evaluation and so on a full range of reforms to make adapt to the new education situation, which is conducive to new educational goals. China has joined the WTO, and the pace of global economic integration is accelerating exchanges and cooperation worldwide growing number of professional training of foreign language talent alone cannot meet the needs of domestic and foreign situation of rapid development. Therefore, the development of social English proficiency of non-English major college graduates put forward higher requirements. Compared with the demands of society, the existing system of college English teaching students trained in a clear lack of English language proficiency particularly with regard to "oral communication ability is very low." Many students do not realize the dialogue from simple to exchange work-related topics across. The current college English curriculum there are many ills. Over the years due to the impact of exam-oriented education, students' enthusiasm is not high, lack of interest in learning English, the objective of preventing the development of English proficiency. Existing curriculum emphasizes classroom instruction, extracurricular neglect teaching and learning, emphasis on teaching reading and listening, and lack of speaking, writing and translation teaching attention. This arrangement led to the development of language skills imbalances that college English teaching to a "time-consuming and inefficient," the situation. English teaching reform is imperative. College English teaching reform research has important significance. Through careful research and feasibility studies, to find the ideal reform program can operate, it can college English teaching reform of college English teaching and practical pointed the way forward.

Situation of Education of College English Learners

University English Foundation Stage usually refers to four semesters of college English learning, namely from one to four of the learning process. At this stage, the purpose of college English teaching is to train students with strong reading skills and a certain degree of listening, speaking, writing and translating. However, the current problem is the large majority exam multiple-choice form, which is not conducive to the overall development of students' language skills. Since the examination system and examination form of influence, many colleges and universities one-sided emphasis on test scores, to focus on teaching students to lock as many test-taking strategies and methods, ignoring the cultivation of students' English proficiency, resulting in a number of common universities College English Teaching problems. After two years of college English learning, students' English ability has improved to some extent, there are also many students passed the exam four or even six, but most students overall language ability is not high, mainly in:

Listening comprehension below standard, that is, "college English syllabus" (revised edition) required "to be able to understand speech rate of 130-150 per minute brief conversation, talk, reports and lectures, master its main ideas, key points and center details, understand the speaker's point of view and attitude. " Quite a number of students do not understand the conversation to the effect, but no way to grasp the details, understand the speaker's point of view and attitude. Many students on their listening comprehension skills are dissatisfied.

The ability to read a lot of students think that the strengths, and most of the students believe that the current college English teaching is conducive to reading ability, but their reading ability uneven distribution, the difficulty modest article can basically grasp the main ideas and key facts, but the details of the ability to understand the context of the lack of judgment and reasoning ability is still need to further strengthen reading skills training.

The student's ability to translate one aspect needs to be improved. Translation by the students practice correct and analysis, we found that many students in the problems of translation, there is misunderstanding, misspellings, grammatical errors, wrong wording, etc. in the English translation, and some even make it difficult to believe that by mistake Students hand. In addition, students of English to Chinese practice shows that Chinese students skills to be improved.

Learning English Fossilization (fossilization) often refers to a certain degree of learning English is no longer as steady progress after learning as a primary stage, but as if in a state of stagnation wandering. Fossilization of foreign language learning process is a very common problem, but also an urgent problem difficult to solve. Causes of fossilization of English learning the intricacies, there was a number of researchers on this phenomenon are given a variety of theoretical explanation. Students combine theory and researcher on fossilization of practical reason in the process of learning English, students learning English can be the reason of Fossilization is summarized as follows:

Cognitive factors: Many students learning English way school education, classroom teachers to a large extent. on return will affect the students' English proficiency. Therefore, to overcome the rigid, teachers should strive to improve the students' own teaching satisfaction. Secondly, students also exists poor classroom learning English, after-school English learning bad habits phenomenon. Many students on the concept of the existence of errors, that learning English is the word back, do exercises, resulting in errors on learning. Therefore, teachers deal with students learning English over the years and methods to give guidance so that students learning English method are more appropriate and efficient.

Emotional factors: Recent studies show that emotional factors may affect a greater extent than cognitive factors to foreign language acquisition levels, and in all the emotional factors, interest and

purpose are worth attention of two major factors, the current It is that many students do not learn English or lack of strong interest, as well as a considerable number of students learning English sole purpose is to pass the exam or forced in the future need to work. In essence, this is a passive learning English, and passive learning is another important reason for the fossilization of learning.

College English Teaching Strategies

The basic idea of college English teaching reform mainly includes three aspects: First, to modify the original syllabus to the original understanding of the main changes to the current reading to listening and speaking; the second is the reform of the teaching mode, passive mode transition comprehensive application-based personalization and active teaching model; Third, reform of university English CET, to evaluate the original grammar, reading comprehension to understand the main changes mainly to the practical.

In order to meet the new developments of higher education, deepening teaching reform, improve teaching quality, meet the needs of the new era of national personnel training, in early 2004 Department of Higher Education and organizations to develop part of the country to start a pilot College "College English Curriculum Requirements (trial) "(hereinafter referred to as" course requirements "). "Course Requirements" provides teaching college English curriculum objectives are: to develop students' English language proficiency, especially in listening and speaking skills so that they can use English in future work and social interaction effective exchange of information orally and in writing. Since the "course requirements" in the country since the start of the pilot some institutions, the majority of teachers to participate actively in the reform and interest in all aspects of teaching, teaching methods and teaching materials, and so do a lot of useful attempt. China's vast territory, the regions and the situation quite different universities, college English teaching guidance should implement the principle of individualized to meet the actual needs of individualized teaching.

Teaching methods, teaching strategies and teaching model is a direct factor in relation to the effect of college English teaching reform, to achieve the "course requirements" set forth in college English teaching objectives plays a decisive role. Acquire comprehensive skills training and English students knowledge of English by teaching methods, teaching strategies and a great influence teaching mode, so teachers should strive to use appropriate teaching methods, teaching strategies and teaching models to inspire students to learn English interest, so that students acquire more knowledge and ability to use English. In order to improve the effect of college English teaching, college English teaching to overcome the time-consuming but ineffective phenomenon, we must first change teaching guiding ideology, steering skilled teaching from knowledge-based teaching, the shift to a knowledge-based proficiency-oriented, truly to develop students' English proficiency goal. Teaching content should also be "classic" works to "practicality" language materials, so that the content and language teaching organic integrate, at the same time so that students acquire subject knowledge naturally improve their English proficiency. In teaching methods, it is important that teachers focus from "teaching" to focus on "learning" so that students become the main classroom, teachers play a guiding role. With the development of science and technology, teaching methods should be diversified, full use of network, multimedia high-tech means to modernize College English Teaching.

Causes of college English teaching result is not satisfactory for many reasons, but we all know, the examination and evaluation system are the baton course teaching, teaching play a decisive role. Correct teaching assessment tools can promote teaching contrary, unscientific evaluation and appraisal system will become the shackles of teaching, teachers and students misleading. Therefore,

to the reform of college English teaching, we must first reform the system and forms of examination and assessment. National College English CET began in the 1980s, has been twenty years of college English teaching has had a huge impact. The maximum contribution is to make the national university exam aware of the importance of college English teaching, which uses a variety of means to strengthen the college English teaching. Because test scores related to job performance ranking of each university teaching authorities, the majority of teachers put a lot of effort into student preparation, efforts to improve the pass rate. Many schools developed various measures to improve the pass rate CET, teachers and students to bring pressure or force.

We should reform college English have sufficient confidence. First, the central and the Ministry of Education has realized the importance and necessity of college English teaching reform and give a lot of support and protection policies. In recent years, the Ministry of Education has organized a meeting of college English teaching reform, the reform introduced a number of documents and programs, requiring all colleges and universities to implement the spirit of this top-down reform. Secondly, the vast majority of college English teachers teaching in favor of this reform and have high expectations and confidence, and actively adopting new achievements in teaching and research at the frontline of the reform of teaching practice, promote the process of college English teaching reform. Again, the majority of students on college English teaching reform calls for a high desire to have a solid English communication skills and effective means of future participation in social competition, we will actively cooperate with the initiatives of College English Teaching Reform. Finally, the development of information technology in education to promote the college English teaching reform based computer and network technology to provide a strong technical support and protection. College English teaching reform long way to go, as long as all those who care about college English teaching reform of unremitting efforts, China's college English teaching will certainly moving towards a bright and splendid future for the community to train and have a more comprehensive and solid basic skills in English ability to use talents.

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