

A Study on Some Problems and Countermeasures in College English Teaching

Lin Jing^{1, a}, Duan Zhongyu^{*,1, b}

*Correspondence Author

¹College of International Education, Yunnan University of Traditional Chinese Medicine, Kunming City, Yunnan Province, 650500, China

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Abstract. There are still some problems in the content, method and evaluation of college English teaching. Based on the author's teaching experience and research results, this paper first analyzed problems in college English teaching, which are the lack of practicability in teaching content, the lack of diversity in teaching methods and the lack of diversity in teaching evaluation. Then, the article put forward countermeasures to solve these problems: to further add practical teaching content, to use diversified teaching methods and to improve the teaching evaluation system.

1 Introduction

College English teaching has been widely concerned by the educational circle and all sectors of society for a long time. In China, the Ministry of Education has taken measures to improve the quality of teaching and college English teaching reform has always been an important part. Although college English teaching has carried out many reforms in China, there are still many problems worthy of attention and China needs to take corresponding measures to improve college English teaching, which will make the due contribution to the further development of college English teaching.

2 Problems in College English Teaching

2.1 The lack of practicability in teaching content

For the teaching content, current college English teaching still uses English teaching content in the basic education, which lays too much emphasis on explanation of words, syntax, discourse analysis and other language knowledge and the training of reading, writing and other basic abilities. At present, subject to CET-4, CET-6 and exam-oriented evaluation, college English teaching still focuses on vocabulary and grammar. Students' English knowledge application skill, learning strategies and cross-cultural communication knowledge do not get the proper attention. In addition, the timeliness of college English teaching content is weak. Moreover, there exists a certain distance between the content of teaching materials and students' learning needs and professional development needs. For example, teaching hours of English listening, speaking and other communicative competence class are fewer than that of grammar class. In order to cope with the examination, students conduct repetitive learning around the grammar and other knowledge points and they have no time to take into account of the learning and improvement of the English application ability, learning strategies and communication knowledge.

2.2 The lack of diversity in teaching methods

In recent years, colleges and universities have been carrying out the reform of college English teaching model and method, but due to the limitation of the size of class, individual differences of students, teaching concepts of teachers and other factors, the reform effect is not obvious. Although teachers have been trying to avoid "one person alone has the say" or "cramming education" in the teaching method, teachers still use many traditional teaching methods in the actual teaching process.

Word interpretation, grammar analysis, English-Chinese translation, after-school homework are main teaching ways. In the classroom, teachers and students seldom interact with each other and students do not always participate in the teaching, which lead to that students' subjective initiative can not be effectively stimulated. It is difficult to effectively develop students' application ability.

2.3 The lack of diversity in teaching evaluation

The evaluation of college English teaching is mainly based on the final evaluation. Students' English learning level and learning outcomes are often tested by one or several exams. Teachers and students overly focus on the training of language knowledge and test-taking skills. The innovation of college English teaching evaluation is insufficient in the process assessment, in the examination of students' language application skills and communicative competence, and even in the evaluation methods. The teaching evaluation method and content are simple, which results in that students focus on knowledge with ignoring the ability and focus on examinations with ignoring the improvement of attainment.

2.4 The big gap between teaching theoretical research and practice

At present, the theoretical research of China's foreign language teaching is very weak, which is mainly manifested in the following part: on one hand, the theoretical research is not deep enough; on the other hand, the theoretical research and teaching practice is disconnected. At present, because the excellence evaluation for teachers in many colleges and universities is decided by the number of scientific researches, a considerable number of teaching theory researches are not rooted in teaching practice and they do not aim at solving practical problems in foreign language teaching in China or improving the quality of foreign language teaching. These researches focus on the number of scientific researches and research performance points, so they can not play a guiding role in the actual teaching. Secondly, the theoretical awareness of some front-line teachers is weak and they do not understand the guiding significance of theory to practice. Another objective reason is the shortage of foreign language teachers. Teachers have heavy workload and they have no time to take into account the theoretical research and teaching ideas. Because of the lack of theoretical consciousness and the necessary training, even if they have some good teaching methods and ideas in teaching practice, they can not sublimate and summarize them theoretically, which affects the further improvement and promotion of those ideas.

3 Countermeasures to Solve These Problems

3.1 To further add practical teaching content

First is to strengthen the training of students' English language knowledge and application skills. In the oral language teaching, teachers should design questions for each unit theme, organize a group discussion on one question and inspire students to think, so as to provide students with the opportunity to train and excise oral language; in terms of vocabulary teaching, teachers may introduce some techniques to expand the vocabulary, such as spelling words according to the pronunciation rules and the expansion of vocabulary by word formation or associative method; in grammar teaching, teachers should make full use of the syntactic structure exercises after each class to guide students to conclude grammar knowledge by themselves, and use grammatical lectures to make up students' grammar shortcomings; in the translation skill teaching, teachers should introduce some translation skills appropriately combining with exercises in teaching materials and provide different sentences or expressions, so that students can improve their translation skills with the comparative analysis. The second is to integrate cross-cultural knowledge of English communication. In college English teaching, in addition to explaining the existing language knowledge points, teachers should focus on mining contained educational factors in materials, such as the history, culture, customs, values and other Western humanistic knowledge, to enhance students' humanities and improve their cross-culture communication ability. Through the introduction of Chinese and Western cultural differences, the appreciation of classical English songs and films, English classics

reading, the creation of real context and other teaching activities, students can enhance their overall quality, cultivate their taste and improve their interest in learning English by learning the language. In addition, teachers can make full use of the growing number of English-related societies on campus, and combine English learning with club activities. Various English competitions and festivals make students' English learning colorful.

3.2 To use diversified teaching methods

The teaching method is a teaching and learning method, which is not a simple superposition of teaching and learning, but a method to combine the two organically. In the process of college English teaching, teachers should be good at using heuristic method, exploratory method, discussion method, participatory method and other teaching methods, and give full play to students' subjective initiative, so that students can actively participate in classroom teaching activities. First is to enrich teaching methods with changing the single traditional teaching methods and further diversifying teaching methods. Teachers can choose to use heuristic method, exploratory method, discussion method and participatory teaching method reasonably according to teaching objectives and teaching content. These teaching methods can change the passive indoctrination teaching to the active teaching, which will stimulate students' initiative and enthusiasm in learning English and improve their comprehensive ability to use language knowledge. Teachers can use picture guidance, group debate, scenarios and other forms for students to create the necessary research environment based on the content of teaching materials. Students can be organized to explore topics around one subject. They can read a lot of information in the network, libraries, newspapers, magazines or other channels, master knowledge and study theme-related issues. Then, students can sort and conclude these materials to present them in various forms, such as speeches, slide shows and micro films. The final result must be presented in English. The use of a variety of teaching methods can stimulate students' interest in learning and students will appreciate the fun of learning English; this will guide students to change their learning method from passive learning to active learning and from mechanical listening and recording to conscious exploration and thinking, so as to create a democratic, free, equal, harmony and pleasant teaching atmosphere, which can help cultivate students' ability to seek knowledge, to think and solve problems independently, and develop their abilities of language application, independent learning and lifelong learning. Second is to strengthen the practical teaching. College English teaching should be oriented to social development and professional needs, and enhance students' abilities of discovering and solving problems, self learning and lifelong learning. Teachers can strengthen the practical teaching from the perspective of the training of inter-disciplinary and applied talents needed by the society, and improve students' communicative competence with scenario simulation and other activities, so as to make the teaching more suitable for students' professional needs. For example, when teaching students with the computer as the major, teachers can divide students into groups to debate the pros and cons of the Internet, which not only develops students' English communication skills, but also enables students to actively absorb and use their professional English vocabulary.

3.3 To improve the teaching evaluation system

College English Curriculum Teaching Requirements points out that teaching evaluation is an important part of college English teaching. The comprehensive, objective, scientific and accurate assessment system is essential to achieve the teaching goal. Based on the present situation of college English teaching, the evaluation of college English teaching should combine the formative evaluation and final evaluation to form the evaluation method with the formative evaluation as the main part. Colleges should use qualitative analysis and quantitative analysis to evaluate students' English learning effect, learning ability, application skills, learning strategies and learning attitude. Teachers should use the results of quantitative analysis in the final evaluation to help students to accurately understand their own learning situation in the learning stage, so that students can dynamically adjust their own learning behavior. Teachers can use the formative evaluation to help students understand and master the emotional factors, learning ability, learning strategies and other non-knowledge

content in their own learning process, so that they can adjust the direction and key point in their English learning.

4 Summary

College English teaching reform is a long and complex system engineering, involving curriculum, teacher team, evaluation system, teaching materials and other aspects. In particular, it is important to note that the object of college English teaching is a large group of students with different professions, different backgrounds and different pursuits and goals. Therefore, the direction of college English teaching in the next step cannot be decided by a simple top-down nationwide unified decision. China should discuss and research this issue hierarchically to really reflect the individualization and independence of reforms in colleges with different levels and different types .

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