

Problems and Countermeasures of English Teaching among the "Major+English" Compound Personnel Cultivation Mode

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Abstract. Most college teaching activities are concentrated in the classroom, once some students are not interested in the class and do not listen carefully, the surrounding students will also be affected. Therefore, it is necessary to pay close attention to the students who have insufficient learning motivation, so as to cultivate their interest in learning and help them to recognize the importance of learning English. This paper will discuss the "major+English" compound personnel cultivation mode, which is very common in current foreign language college, aiming to explore some practical problems and find ways to solve them..

Introduction

The first practical problem we face is that some students' English learning motivation is not strong enough. These students often skip classes or don't participate in the class interaction. They don't focus on the teaching content, and don't seriously complete the teacher's teaching tasks. This problem exists more than one school. These students either think of English as a means of applying for extra points, or as an optional subject, so that cognition would inevitably contribute to low learning motivation. And the lacking of learning motivation not only affects their own academic performance, but also affects the surrounding students.

Introduction of English Teaching in "major+English" Compound Talent Training Mode

Basic English course offered by the English colleges in China are as follows: Intensive Reading (basic English), Comprehensive Reading, Speaking, Listening, Voice (elective), Public Speaking, Current Affairs Listening, Writing for freshman and sophomore; Advance English, Translator, Interpretation, English literature, Advanced Writing for junior; Advanced Reading, Comprehensive English and British and American Countries Overview for senior. Among them, the teaching hours of Translation and Interpretation, English literature (including English literature and American literature), Anglo-American Profiles and other courses are more compressed than the others. In other words, compared to the English major courses, in the "major+English" training mode, English skills classes and English professional knowledge account for a smaller proportion. Moreover, low-grade oral, listening, reading and high-grade advance English, interpretation and translation and some other courses are integrated with the professional related materials, but still based on English skills, rather than the content. As for lectures that focus on professional content in English, they can be taught by faculty members.

Lack of Motivation to Learn English and the Corresponding Countermeasures

Learning motivation is the internal driving force that pushes people to learn, which is an important part of human behavior motivation system. The content of psychology is often referred to direct behaviors motivation, and the external factors arousing motivation activities as

incentives. The same is true of students learning English. Whether they are active in learning, why they are learning, whether they are willing to learn and how to learn are directly related to learning motivation. Of course, it also has a close relationship with the external causes of learning motivation. Due to various external reasons of students' English learning is diverse, a macro point of

view about the progress of the time, so as to the social development of the young generation to master the knowledge of language, which lie in the country and the school education system, examination system. From the more specific look, parents and teachers to the students' expectations, attitudes, and rewards and punishments for their creation of learning situations and conditions. Students need or motivation of learning in the minds to provoke learning. There is no external influence and impetus, and people will not have the need of study or arouse strong learning motivation, therefore, students' interest in learning is very necessary.

If we want to greatly enhance the learning interest of college students, firstly, we must pay attention to classroom teaching. Generally speaking, we need to use a variety of means to solve this problem. (1) Teaching content and teaching methods should be improved. The content should attract the students, and the teaching methods should be accepted by students, rather than unilaterally instilled by the teacher.

Take Beijing Foreign Studies University as an example, in fact, colleges and universities have been aware of the problem that students' learning motivation is not strong, and they have also made some changes. For example, when the colleges set up professional English course to the Business School students, they are very cautious in selecting textbooks. The translation materials include a large selection of economic and financial articles, in addition to some of the novel fragments, so that the textbooks are more readable for students. In this way, students would not lose interest at the beginning because of the boring content when they learn the translation. In addition, we can divide a class into several study groups to distribute learning tasks in the form of group cooperation, and the healthy competition among young people is also a good way to stimulate interest in learning. A team can only allocate 1 to 2 students with insufficient learning motivation, and the number should not be excessive, because the large quantity would inevitably affect the learning status of other students in the group. The students work in groups to complete translation tasks assigned by the teacher, at this time, good students can lead and help their group member with poor English ability to complete the translation task together. In this way, students can learn translation in cooperation and communication.

Uneven English Foundation and Corresponding Countermeasures

The level of college students is not same, like the Beijing Foreign Studies University, students for non-English majors don't have special requirements on their English grades when they are enrolled, which leads to that students from different areas have different levels of English. For example, students from key high schools in Beijing, Shanghai have higher English quality than those from the ordinary high school in less developed area, so even if the total score of these students is basically the same, but there is a wide gap between them on the English foundation. There are some difference between liberal arts students and science students. For example, business schools recruit liberal arts and science students; generally speaking, English level of liberal arts students is higher than the science students who spend a lot of time in mathematics and science courses. Colleges and universities have also been aware of this problem very early, students with different majors of different regions have different English level, so we can not use a unified perspective to teach them, we'd better make detailed teaching plan and arrange the scientific curriculum system. The detailed policy is as follows:

First, speaking is one of the most important skills of English, which is also the weak spot to students in the less-developed areas. Many students with excellent grades are only capable of examinations, but poor in daily communication. Therefore, for this situation, colleges and universities set up basic oral elective courses for non-English major students to correct their pronunciation and the daily oral expression. In fact, the course shows that most of the students who took the course are from underdeveloped areas, and the final effect proved that the course could be used to make up the gap. In order to improve students' vocabulary and grammar level, the one or two grade students focuses on vocabulary, grammar and text analysis in intensive reading class.

To review and expand vocabulary usage and grammar, especially to practice vocabulary and grammar knowledge after school exercises. At the same time, students try to do a little research on

the vocabulary, phrases, grammar and text after each unit

Second, in order to cultivate capacity to deal with English documents in practical work, students should acquire vocabulary and grammatical structure. Colleges and universities have adopted corresponding methods to solve this problem. For freshman, junior, sophomore of non-English major, colleges provide precision courses to enhance their ability to read professional documents step-by-step. Intensive reading is more than reading. The teacher would take one to two hours to lead the students to read the selected text and explain the common usage of the word, the classic sentence structure and phrase. Then the teacher would spend half an hour checking the students on the text learning, for example, dictating the words and sentences and interpreting the sentences. After class, teacher let students write about 100-word reaction, which can not only check the students' understanding of the text, but also improve students' writing ability.

Considering the different English level of students, the selected textbooks are divided into two parts: A and B, B part is provided to students with a good foundation in English to self-study, although the teachers do not explain to much about it, but will also answer the question asked by some students. This would satisfy the needs of those who are still outstanding in English. Colleges also offer elective courses for non-English major to study English degree courses, such as American literature appreciation and English ancient poetry appreciation.

The Difficulty in Assigning English Teaching Hour and Insufficient Time for Students to Learn English After Class and Corresponding Countermeasures

Besides the student's own foundation, there is another important factor influencing their study, the lack of time. In the "major+English" training mode, most students' majors are not English, their professional classes are also very complicated and important, or are the most important, good English ability could provide a broader space to develop their professional courses, but if they did not learn the professional courses well, the English ability would not too much effect, so students are often distressed how to reasonably arrange the study time of various courses. We got the students training program of Business School of Beijing Foreign Studies University, after statistics, we found that the school assign more than 2000 hours to the professional class while only 1500 hours to the English course. From this arrangement, we can know professional courses are very heavy. Questionnaire survey shows that less than 2/10 of the students think that the teaching hour arrangement is reasonable, while some students have no opinion about it and the others think that the arrangement is very unreasonable. And what is more contradictory is that those who think the arrangement is very unreasonable have different reasons. That means students have different arrangements for their courses. In view of this situation, colleges and universities are taking some measures to improve it. The strategies used by universities are as follows:

First, ensure that the English course is of high quality. This is the only optimization idea under the premise of not increasing teaching hours. These students' majors are not English, their professional courses play more important role in daily life. So the training mode should not reduce their learning hours of professional courses in order to ensure the English ability. Besides oral elementary course, colleges only offer intensive reading, speaking, writing and listening courses which would be better taught by the same teacher or two and the content between the four courses should be complementary rather than independent. For example, intensive reading and writing materials should be consistent, so that students can use vocabulary and grammar learned from intensive reading on writing course. In the same way, listening and speaking courses should also be systematic, so students can directly use expressions, oral vocabulary and sentence structures learned from the listening course on oral course. The cooperation between courses can not only repeat knowledge, but also save the student's study time. After two years of systematic and comprehensive study, the school curriculum should be further subdivided during the junior year. Just as English majors have different employment directions, some of them are engaged in interpretation and some are engaged in translation. Students of non-English majors should be free to choose what direction they want to pursue in their junior year.

Second, properly reduce English homework. Besides scientific arrangement in the class, the

teacher should properly reduce English homework under "major+English" compound personnel cultivation mode, which not only ensures that students have enough time to study their specialized courses, but also does not affect their physical and mental health because of too much English homework. For example, language practice and discussion of reading and advanced English could try to be done on the class; translation homework should be less than the home work of English major. If English major students have 300~400 words homework to translate, the "major+English" compound personnel should have 250~300 words.

Conclusion

Foreign language + major compound talents will replace the tool talent to become the main body of foreign language talents in the 21st century. The trend of diversification of foreign demand for foreign language talents has led us to study and explore new talents training mode. Personnel training mode also needs to develop with the development of the times and improve in practice. "Compound and applied" training mode is the requirement of the times and the actual needs for the English Majors in Polytechnics, which is related to the overall situation of the reform and development of higher education and the immediate interests of teachers and students.

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