

# *Analysis and Improvement Strategies of College English Teachers' Quality*

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**Abstract**—"College English curriculum requirements" explicitly mentioned: College English curriculum should utilize advanced information technology extensively, to promote English teaching based on computer and network. College English teachers in the new century face great challenges. The quality of teachers is the key to the success of college English teaching reform and the subject in the long-term development. Under the teacher-led and student-centered teaching mode, college English teachers must improve their quality comprehensively. But nowadays there are some problems in the quality of college English teachers. Teachers' educational philosophy needs to be changed and the student-centered teaching should be formed. Their knowledge structure also needs improving. Because student-centered lively teaching activities must be fully mobilized and effectively organized by teachers, students' enthusiasm and initiative can be brought into full play. Teacher should innovate their teaching method. And they also need to constantly enrich themselves in terms of language knowledge, language teaching practice, social and cultural accomplishment. The update of teaching ideas and the modernization of teaching methods provide a broad space for college English teaching, and also raise higher requirements for the comprehensive quality of college English teachers.

**Keywords**—*quality, teaching philosophy, student-centered, professional language knowledge*

## I. INTRODUCTION

In order to adapt to the new situation, the ministry of education proposed the new task of college English teaching reform, formulated and published the university English curriculum requirements, decided to take three measures to reform college English teaching: first, widely adopting advanced information technology in teaching, promoting the reform of computer-based English teaching. Second, we should reform the single college English teaching syllabus, and change from the previous teaching goal of reading comprehension to the cultivation of comprehensive and practical English ability. Third, on the basis of certain progress that has been made on the above work, further reform about college English test 4 and 6 will be carried out to give full play to the role of examination in guiding the teaching reform. The higher education department of the ministry of education in the "College English curriculum requirements" also explicitly mentioned: "College English curriculum should utilize advanced information technology extensively, to promote English teaching based on computer and network." In the teaching request, fundamental changes have taken place in college English teaching and new

requirements for college English teachers and challenges were put forward. The higher education department of the ministry of education also explicitly mentioned in "The college English teaching requirements" that "the quality of teachers is the key to the success of college English teaching reform and the subject in the long-term development." Only high-quality teachers can cultivate high-quality talents. The higher the requirements on the quality of talents, the higher the requirements on the quality of teachers. Teachers are the key factors that determine the implementation effect of the reform program. The quality of college English teachers and the language and culture accomplishment directly affect the teaching quality, and the professional level of teachers will directly affect the teaching effect because any teaching methods and models are implemented by teachers. [1]

## II. THE FOLLOWING PROBLEMS EXIST IN THE QUALITY OF COLLEGE ENGLISH TEACHERS

The core of teachers' inner quality is made up of their individual ideological morality, knowledge ability and personality tendency.

### A. Educational teaching philosophy needs to be changed

Through a large number of interviews, we find that there is a big contrast between teachers' actual teaching behavior and their beliefs. Ideal teaching belief is not implemented well in practical teaching due to objective reasons. Most students learn English by rote learning in middle school, so the language foundation of most students is weak. The learning in high school stage focuses on the test-taking, so the students lack of language practice. Their communication with teachers is difficult. In addition, due to factors such as lack of confidence and personality, students are still passively accepting knowledge in the practical classes of universities without interaction in class. The teachers are mostly interpreters of the language knowledge. Although college English teachers agree with the "student-centered" teaching model in theory, in practice, teachers' beliefs show decentralization and diversity and their implementation of teaching beliefs, classroom beliefs, roles of teachers and students and the relationship between teachers and students has significantly declined. Objectively speaking, the current English teaching is centered on the curriculum. Not only to complete the content required by the syllabus, but also to achieve the goal of cet-4 and cet-6 stipulated by the school, the teaching cannot get rid of the hard indicator of examination although it is changing to "student-centered" as much as

possible. The teachers agree with education's advanced concept subjectively, but they are at a loss under the impact of new and old concepts. The guidance of relevant training is needed to clarify the teaching philosophy and the understanding of the leading role of teachers, and to improve the technical and curriculum integration ability of college English teachers.

#### *B. Knowledge structure needs to be improved*

At present, college English teachers have many sources, that is, they graduated from different types of colleges and universities, and their professional direction is also inconsistent. Some focus on traditional language and literature. Some focus on scientific English and some on economics and trade, news, education technology and so on. In addition to those who graduated from normal schools, many English teachers did not specialize in education, psychology, English education, teaching practice and other courses closely related to English teaching. In addition, English teachers have been absent for a long time, and most new teachers will be on the platform immediately after they start working. Basically, they will teach with their own experience of learning English at school. Most college English teachers have a low degree. Some teachers lack a sense of crisis, urgency and the motivation to improve learning. But with the advanced current teaching idea and material, the extensive subject, the various genre, the speculation is very reflective. The treatment of texts involves the background knowledge of text theory, stylistics, lexicology, rhetoric, writing, literature, translation and encyclopedia type in modern linguistics. In order to organize classroom teaching, teachers themselves must have strong professional knowledge and oral ability.

#### *C. The teaching model needs reform and innovation*

The fact that English teaching is student-centered does not mean that teachers should be ignored. Because student-centered lively teaching activities must be fully mobilized and effectively organized by teachers, students' enthusiasm and initiative can be brought into full play. And only in this way can students find out the difficulties and mistakes in learning in time and the teachers can eliminate troubles and solve difficulties for them, and become their learning guide. The teaching based on computer and network multimedia technology puts forward higher requirements on the comprehensive quality of college English teachers. College English teachers should not only have solid and comprehensive professional knowledge and theories, but also they should carefully study the teaching method, master the multimedia technology and the related network communication technology, be able to classify and choose the information resources acquired, and decide which information resources will appear in the classroom in what way. Teachers' proficiency in computer operation is related to the compilation and teaching effect of multimedia electronic lesson plans.

#### *D. Teachers' teaching attitude also needs to be changed*

As the education reform goes into the transitional period, teachers need to change, including their professional ethics, sense of self. In terms of professional ethics, although college English teachers are professional dedication is stronger, it is hard for them to adapt to the development of English teaching

during the period of transition. Teachers themselves in this area need to change their cognition, improve their professional moral accomplishment. In addition, in terms of teachers' self-improvement awareness, although they can clearly define the specific direction of professional development and even have a strong sense of development, they are still not fully able to keep up with the development in the transition period [2].

### III. STRATEGIES TO IMPROVE THE QUALITY OF COLLEGE ENGLISH TEACHERS

College English teachers in the new century face great challenges. Under the teacher-led and student-centered teaching mode, college English teachers must improve their quality comprehensively.

#### *A. How to change their philosophy of education*

College English teachers must have modern education concept, modern education method and technology. College English teachers need to improve the teaching skills, study teaching materials and the students, and put efforts to improve the teaching level. Teachers should conform the teaching to the formulation of practical teaching plan. With the use of modern education methods and advanced mode of education, teachers change from the interpreters in the past traditional teaching into the organizer and inspirer and guide in modern teaching, and provide professional guidance and help for the students. The subject of learning is students, and teachers still play a leading role in teaching. As the organizer, planner and instructor of teaching activities, college English teachers effectively combine teaching contents and teaching methods, improve college English teaching quality, and cultivate students' independent learning ability and comprehensive language ability. In fact, the better the teacher's dominant position is, the more fully the student's central position can be realized. And the improvement of the teacher's teaching philosophy requires the teachers to participate in teaching activities together and get strengthened through lectures, seminars, literature study and observation. [3]

#### *B. How to improve the professional knowledge*

College English teachers should have systematic professional knowledge. The professional knowledge that college English teachers must have refers to the English professional knowledge necessary for conducting college English teaching and relevant knowledge needed for delivering such knowledge. It includes English language knowledge, such as pronunciation, grammar, vocabulary, discourse structure, style and pragmatics. A large amount of knowledge of English vocabulary, grammar and other aspects, English literature, cultural knowledge in the context of English language, as well as the history, geography, customs and cultural traditions of English-speaking countries. These basic language knowledge is indispensable for college English teachers, and is the prerequisite for them to become a qualified teacher. The guidance ability of teachers is not only limited to the control of teaching skills, but should include the language proficiency of teachers, the mastery and application of English linguistic theory and social and cultural knowledge of English-speaking countries, the ability to control various classes and the ability to be flexible. A teacher needs to constantly enrich himself in terms of language knowledge, language teaching

practice, social and cultural accomplishment so that he can have appropriate, decent and competent guidance in the field. [4]

### *C. How to innovate teaching model*

The fact that English teaching is student-centered does not mean that teachers should be ignored. Because student-centered lively teaching activities must be fully mobilized and effectively organized by teachers, students' enthusiasm and initiative can be brought into full play. And only in this way can students find out the difficulties and mistakes in learning in time, teachers can eliminate troubles and solve difficulties for them, and become their learning guide. The teaching based on computer and network multimedia technology puts forward higher requirements on the comprehensive quality of college English teachers. College English teachers should not only have solid and comprehensive professional knowledge and theories, but also carefully study the teaching method, master the multimedia technology and the related network communication technology, be able to classify and choose the information resources acquired, and decide which information resources will appear in the classroom in what way. Teachers' proficiency in computer operation is related to the compilation and teaching effect of multimedia electronic lesson plans.

### *D. How to strengthen their teaching practice ability*

The first duty of a college English teacher is teaching, followed by scientific research. Although many teachers believe that "teaching ability" is a basic condition for them to be qualified as college English teachers, and they also realize the role of pedagogy and psychology knowledge in college English teaching, most teachers cannot turn such knowledge into teaching practice ability in class. Because the cultivation of teaching ability requires the accumulation of time, experience and theoretical learning, teachers at different stages and levels need to develop special education teaching practice ability training. Professional skills require not only the fluent and precise use of the English language by the lecturer, but also the cultural extension involved in teaching the language as the carrier of culture to the students. Teachers themselves should compare the different connotations of Chinese and foreign cultures at different levels and from different perspectives to cultivate students' awareness of intercultural communication. From a single knowledge giver to a creator of teaching research; from the manager, the authority to the classroom designer, guide, it requires teachers to cross the boundaries and feel the presence of students. This sense of being together is often more effective than language knowledge in stimulating students' interest, realizing the communication between teachers and students, forming positive interaction and cultivating their motivation of sustainable learning and autonomous learning. The so-called guidance ability can include the ability to find suitable textbooks for students, make appropriate arrangements for exercises on the basis of understanding the text, guide students to participate in classroom activities, seek topic guidance at random outside the text, and correct language mistakes at any time.

### *E. How to involve emotion in teaching*

Teachers should take a positive attitude to guide the students, instead of only being satisfied with the explanation of the text content and teaching in a scripted way. To guide students to understand and learn the culture of English language, teachers should integrate them into teaching. Creating a harmonious classroom atmosphere and improving learning environment are the key to arouse students' enthusiasm for learning. The most important thing to improve students' English learning environment is the improvement of teachers' ideological and professional quality. The key lies in the teachers' ability to change the students' language "input" into "inhalation" and then into "output". To cultivate their interest in learning, students must be allowed to learn in a relaxed and pleasant classroom atmosphere. Teachers should try to show sincere attention and interest, be patient and meticulous, and create a relaxed and unrestrained learning environment so that students can freely learn. The process of foreign language teaching is not only the transfer of language knowledge and skills, but also the emotional communication between teachers and students, as well as the interaction and influence of attitude and behavior. The teaching process is a process of communication between teachers and students. Teachers should have love for students, be strict with themselves and show the image of being a teacher, positive attitude, and the spirit of dedication to teaching. If teachers are fully devoted to teaching and the lectures are full of passion, students will definitely be infected and thus it can arouse their enthusiasm for learning. If the teaching lacks emotional involvement, the classroom atmosphere will become dull and the students' enthusiasm for learning will weaken. Therefore, qualified foreign language teachers should have a high sense of responsibility and devotion to work.

## IV. CONCLUSION

All of these require English teachers to have solid theoretical knowledge foundation of English major and practical experience in teaching, which is a core part of teachers' professional quality. Teachers set research questions in teaching, collect and analyze data with scientific research methods, and draw relevant conclusions through judgment, induction, analysis and summary. So as a teacher, you should form your own knowledge system and establish your own theoretical framework. In college English teachers' continuing education, as managers of the college English teachers faculty should provide more opportunities, let them to participate in the view and analysis about the success of outstanding college English teachers. Teaching reflective is based on the teacher's teaching practice and teacher should commit to improving teaching process. [5]

In-depth thinking, analysis and reasoning, and systematic research, teachers should be active, sustained, comprehensive, in-depth and self-regulatory thinking problems that can be found in the process of teaching. And they should actively seek and use certain means and methods to solve in order to deep the understanding of language knowledge with teaching methods. First it is the change of attitude from passive to active to be actively involved in teaching and scientific research. Secondly active involvement, such as actively

participating in project application or learning relevant theories is to combine teaching practice with discovering, analyzing and solving problems through continuous reflection.

College English teachers need to update their ideas so that the current nature of English subject permeates the teaching process. The update of teaching ideas and the modernization of teaching methods provide a broad space for college English teaching, and also raise higher requirements for the comprehensive quality of college English teachers. The reform of English teaching in recent years has brought pressure and challenges to foreign language teachers. College English teachers should not only improve their professional knowledge, but also pay attention to improving their basic quality. Faced with new pressure and challenges, college English teachers should not only accomplish heavy lesson tasks, but also constantly improve themselves and develop themselves.

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