

# Research on Effective Teaching Strategies of College English under the Background of Applied Talents Cultivation

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**Abstract**—With the rapid development of China's economy, the society has put forward higher requirements for the quality, level and variety of English talents. As a compulsory course for college students, college English plays an important role in the cultivation of talents and the improvement of applied abilities. How to truly realize the effective classroom of college English has become an urgent problem to be solved. Combining the results of interviews and analysis, this paper analyzes the problems affecting effective classroom teaching in college English, and combines the characteristics of effective teaching, puts forward the strategy of effective classroom teaching in college English, and improves the professional quality of teachers and implements effective classroom teaching. Conduct effective classroom management, improve the evaluation mechanism and other aspects, and implement the effective classroom teaching measures in college English. College English teachers should pay attention to the study and discussion of effective teaching, carry out the necessary education and teaching knowledge reserves, and improve the skills of effective teaching. Only in this way can we implement effective teaching in college English classes and improve the quality of college English teaching.

**Key Words**—*Applied Talents, College English, Effective Teaching Strategies, Applied Ability*

## I. INTRODUCTION

### A. Proposal of The Topic

China's higher education is experiencing a similar process of education differences from elitization to popularization in international higher education. Local general undergraduate colleges are transforming into applications and actively adapting to social and economic development. At present, college graduates have poor English language proficiency and are seriously disconnected from their majors. As a public compulsory course, the transition from college English to application is imminent. College English curriculum should focus on cultivating students' professional abilities, humanity quality and intercultural communication abilities, attaching importance to improving students' innovative abilities, encouraging students' personality development and stimulating students' learning motivation. Combine students' professional and English language learning, optimize students' knowledge structure, improve students' career selection competitiveness, cultivate the application talents who are in need of English and are proficient in the new situation, and solve the current boring English classroom teaching in colleges and universities. Students learn the embarrassing situation of low interests.

A considerable number of domestic colleges and universities, college English teaching basically adopts a more traditional teaching mode, namely classroom teaching: 4 reading and writing sessions per week, 2 listening and speaking classes; teachers play an authoritative role in the classroom teaching process, emphasizing the mastery of the language system. The role of language acquisition is grammar and translation. The language ability of students is mainly strengthened through teacher-centered classroom teaching and assignment tasks. The assessment methods are also based on indicators such as usual homework, classroom performance and attendance. As a typical grade of 30% of the total semester grade, the final grade papers account for about 70%, and the final assessment is still the main assessment method.

Teachers have heard some students complain that college English has been studied for two years. Not only has it not improved, but it has regressed, and even some basic professional vocabulary is not understood. College English teachers complain that students are too inefficient to study, and they are not willing to spend more extracurricular time, so how can you learn English well? The question of the effectiveness of classroom teaching is based on the low efficiency and even inefficiency of classroom teaching for a long time.

### B. Theoretical Basis for Research

Generally speaking, the effectiveness of classroom teaching means that students have a clear harvest, improvement or progress in their academic activities through classroom teaching activities, and specific to the effectiveness of classroom teaching in colleges and universities. Its effectiveness is mainly in terms of teaching needs. In the definition of demand, it can be generally divided into two types. First, students put forward their own expectations and requirements based on their own understanding. Second, for the output of teaching, output as a result of demand, that is, performance output. As far as the concept of effectiveness is concerned, it is generally divided into two parts. The first is the benefit of teaching. As long as the

purpose of teaching is to be consistent with the needs of students, the effectiveness of a target can be compared with demand. The effectiveness of the teaching goal is the degree to which it meets the needs of the student; the second is the effect of teaching, which is linked to the performance output of the teaching.

## II. THE MAIN CONTENT AND CONCLUSION OF THE STUDY

### A. The Meaning of Effective Teaching

Effective Teaching, its concept originated from the Western scientific teaching movement in the first half of the 20th century, and has aroused widespread concern among educators from all over the world. The core of effective teaching is efficiency-effectiveness-effect. What kind of teaching is effective? The so-called effective mainly refers to the specific progress or development that students receive after a period of teaching activities by teachers. There is no benefit in teaching. It is not that the teacher has not completed the teaching content or the teaching attitude is not serious enough. It means that the student has learned the content specified in the established teaching objectives, or whether there is any gain after learning. If the student does not want to learn, or does not acquire, even if the teacher pays more, it is invalid teaching. The progress and development of students or the construction of knowledge is an indicator of effective teaching.

Compared with the college English course, a large number of teachers regard the teaching of language knowledge as the whole goal and task of English teaching, without considering the actual needs of students, so that the students' language application ability is far from *The College English Course Teaching Requirements*. It is seriously out of touch with its profession. This is contrary to the current background of applied talent training. We need to combine students' professional and English language learning, optimize students' knowledge structure, enhance practical application ability, improve students' career selection competitiveness, and cultivate urgently needed society under the new situation. Applied talents who understand both English and professionalism. At the same time, in the process of teaching, the cultivation of students' intercultural communication ability is neglected, the classroom lacks interaction, and the students' active subjective initiative cannot be effectively mobilized, ignoring the individual development of students. Therefore, we must follow the objective laws of teaching activities, achieve the maximum teaching effect with the least amount of time and energy input, achieve the expected teaching goals, and enable students to achieve maximum development.

### B. Factors Affecting Effective English in College English

#### 1) The lacking of the teachers' own professional quality

College English teachers who have been engaged in general English education for many years have a single knowledge structure, insufficient depth and breadth of knowledge, relatively old teaching concepts, and lack of cross-cultural knowledge and abilities. The English major of college English is mainly based on English language. There is no interdisciplinary professional knowledge construction, and there is very little expertise in such majors as art, computer, and mechanical. In the face of the transition from school to application, schools and society have put forward higher requirements and challenges for teachers. Teachers need to re-understand their roles and positioning, continuously strengthen their professional comprehensive quality, and constantly adjust teaching methods and teaching. Content, enhance teaching practice.

#### 2) Teaching methods and teaching methods are single

In the process of college English teaching, the traditional teaching method of cramming is still dominant. As the leader of teaching activities, teachers neglect the student-centered teaching needs. The teaching content is mostly theory, light practice, heavy scores, light ability, heavy test, light quality and so on. The teaching guidance thought is still in the foothold of language knowledge-based, and has not changed to the language-oriented teaching direction. Teachers neglect the organic combination of students' professional and English, and lack the ability to develop students' English skills according to professional needs. Compared with the needs of the application-oriented talent training objectives, and fail to achieve the effect of learning, this kind of college English classroom must be inefficient or ineffective.

#### 3) Low level of cooperation and participation

Students are the main bodies in teaching activities. The degree of cooperation and participation of students directly affects the effective teaching effect of college English classes. Teachers need to assess how students' learning is effective, whether they stimulate students' interest in learning, and solve problems encountered during the learning process. Students are affected by congenital factors, as well as the learning conditions, and there are differences in the quality structure. Teachers should understand the needs of students, pay attention to the differences between individual student, teach students in accordance with their aptitude, and provide students with opportunities and space for independent development to ensure the effectiveness of classroom teaching.

## III. EFFECTIVE TEACHING STRATEGIES IN COLLEGE ENGLISH COURSE

### A. Setting Reasonable Teaching Goals

College English courses are limited by the number and location, and the phenomenon of class teaching is more common. Teachers should adjust their teaching goals through the professional and practical English level of the students. Assessing whether an English class is effective depends on whether his goal is clear and appropriate. The setting of the teaching

objectives, if the actual language application ability of the students is not taken into consideration, such classrooms must be inefficient or ineffective. Teachers should base on the individual differences and needs of students, and implement differentiated teaching based on students' knowledge base, points of interest and style, and improve teaching effectiveness.

### *B. Adopting Effective Teaching Methods and Innovative Teaching Modes*

Classroom organization should be orderly and effective. College English classrooms can not only obtain the structure of knowledge through the teaching of teachers, but also pay more attention to the purpose of teaching through the participation of students. When selecting the way students interact, teachers should pay attention to changing the way and cooperating members so that more students can participate. At the same time, teachers can choose teaching activities such as task teaching method or situational teaching method according to different unit themes, such as students in tourism management, teachers can simulate scenes in teaching content, conduct inquiries, sign contracts, and apply for entry and exit. Etc., let students do middle school, increase students' confidence in language application, speed up the integration and internalization of language information, and enhance the practical communication ability of English listening and speaking. Thoroughly bid farewell to the mode of teaching only by teacher, hand over the class to the students, and also increase the effective forms such as role-playing, English dubbing, debates, etc., increase the interest of students in English learning, and easily acquire practical knowledge and communication skills in a real-world environment for effective learning.

### *C. Improving Effective Questioning Strategies in Class*

Effective questioning can enhance the interaction between teachers and students and enliven the classroom atmosphere. Instilling students' attention, constantly stimulating students' participation in the classroom, reminding students to concentrate and inspire students' thinking. Therefore, teachers should carefully design the questions before class, determine the purpose and content of the questions, and let the students answer some of the rich and interesting topics. When designing a problem, the teacher can simplify the problem, use the vocabulary that the student can understand and think about the answer. Teachers should focus on developing students' ability to analyze problems and summarize ideas, using heuristic thinking. Design follow-up questions, help students to supplement their answers by inspiring, and increase students' interest through deeper levels. Teachers should pay attention to the problem of controlling the strategy according to the order from easy to difficult, from closed to open, reflecting the hierarchy of problems. Pay attention to the changes in the way you ask questions, and increase the waiting time appropriately. Ask as many students as possible and let the students participate. Teachers should give a positive recognition to the students' answers, especially for those who are not confident. When students can't answer questions, teachers should also help students analyze problems and encourage them.

### *D. Strategies to Guide Effective Learning*

The saying goes: Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. Teachers should pay attention to the training of students' learning strategies and the cultivation of learning skills in the teaching process. Compared with the limited classroom teaching time, students can use more extracurricular time for self-learning after mastering appropriate learning methods, and actively cooperate with teachers' teaching tasks to carry out preview and review activities, which is a useful supplement to effective classroom teaching. In addition, interest is the best teacher, a powerful driving force for students to learn knowledge, teachers to train and stimulate students' motivation, encourage students to invest more in English learning, and increase the self-efficacy of students' learning, thus improving the effectiveness of teaching.



Figure 1. The Design of College English Effective Teaching

## IV. PROBLEMS AND DISCUSSIONS

No matter how fast the higher education develops, returning to the classroom is an unavoidable choice for all educational

reforms. If you don't go deep into the classroom and don't change the single mode of classroom teaching, the ultimate goal of education is that you can't really achieve it. Research classroom is an inevitable requirement of school development and professional development of teachers in the current era. The author believes that the professionalism of teachers is largely reflected in classroom teaching, and the effect of classroom teaching is reflected by teachers. How teachers teach them will affect how students learn. We have experienced countless classroom teaching activities, but we have never seriously explored how classroom teaching can be effective. This is also the main content of what we want to study. In view of the fact that there is still very little research on the effectiveness of college English classroom teaching, more research on effectiveness is focused on primary and secondary school research. The factors affecting the effectiveness of classroom teaching are many and complex, and they cannot be analyzed and studied in detail and comprehensively. Therefore, this study attempts to observe the English classroom teaching in higher vocational colleges from the perspective of teachers, and to study the teachers' classroom questioning strategies, classroom organizational strategies and classroom organizational forms, as well as to practice and explore them. Feasible, it has greatly promoted the quality of classroom teaching in college English.

Studies have shown that through the study of classroom teaching organization strategies, questioning strategies and organizational form strategies, teachers play an effective leading role in improving existing traditional backward teaching concepts and methods. The practical methods such as layered teaching, on-site teaching, and reflective teaching have greatly changed the negative status of college English classroom teaching mode, traditional teaching methods, students' fear of English, and tired of learning English. Due to the author's theoretical level and limited research scope, this study only stays on the most superficial small points, and it is inevitable that there are many loopholes and deficiencies that have been lost. This is exactly what the author should persist in his future work and study. A permanent topic that continues to be explored, and strives to further change the quality of college English classroom teaching.

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