

Discussion on Practical English Teaching in Colleges and Universities

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Abstract: With the advancement of educational reform, the main goal of College English teaching has changed from traditional examination oriented education to practical English teaching. With the change of teaching objectives, the methods and ability requirements of English teaching have changed accordingly. By changing teaching measures and optimizing the teaching environment, students' learning style has also changed from passive to active. This paper mainly focuses on English practical teaching.

Keywords: Practical English teaching approaches teaching measures

1. Problems in College English Teaching

1.1 Students have low interest in learning

In College English teaching, students' English level generally shows the phenomenon of polarization. English Teaching under this background will not only make it difficult for students to master the key points of English learning, but also lead to students' poor oral expression ability. Over time, students completely lose interest in English learning and are difficult to keep up with the progress of the class. English as a practical tool discipline, both students and teachers need to clarify the purpose and law of English learning. Only through step-by-step learning methods and daily accumulation, from point to area, can we effectively improve our English level.

1.2 English teachers have heavy homework tasks

With the continuous enrollment expansion of colleges and universities, the number of students is also increasing rapidly. At the same time, the growth rate of teachers of relevant courses is relatively slow, so that the proportion of teachers and students is seriously uncoordinated. In addition, for their own career planning and development, teachers have to spend a lot of energy on scientific research tasks, so that the practicability of English teaching has been ignored for a long time.

In addition, because some teachers can not complete the teaching tasks in time, the school is bound to complete the relevant teaching tasks through external teachers. There are great differences between external teachers and professional teachers in terms of teaching experience and professional level, which directly affects the teaching effect and teaching quality of English classroom. Therefore, with the heavy teaching and scientific research tasks, teachers' time and energy invested in the classroom will be very limited.

1.3 English textbooks lack pertinence and diversity

At present, China's English teaching evaluation system still has some limitations, especially in the compilation of English textbooks, there is a lack of investigation into the actual situation of colleges and universities. At the same time, the use cycle of English teaching materials in China is long, and the content of teaching materials lacks certain timeliness and practicability in both types and grammatical application. It is difficult for students to understand the history, culture and current situation of English speaking countries through these old teaching materials, resulting in the gradual reduction of students' ability of cross-cultural communication. Therefore, English teaching needs to formulate corresponding teaching methods according to the reality of social life development. Only teaching students according to their aptitude can improve students' English ability.

1.4 English classroom organization is relatively single

At present, most of English classroom teaching is still based on traditional teaching methods. There is a lack of effective interaction between students and teachers, which does not reflect the content of "teaching" and "learning". In addition, most English teachers focus on book content in the process of lesson preparation, and lack of supplement to extracurricular knowledge. Especially after the completion of theoretical teaching, they lack the practice and practice process of this theory. Therefore, the teaching effect and teaching quality of English classroom are not ideal.

1.5 The assessment and evaluation method of College English is relatively single

Students' English level is uneven, especially in English teaching, written expression and oral expression can not be assessed in the same way. As a practical tool course, English must have different assessment and evaluation standards. However, at present, the assessment and evaluation of English Teaching in most colleges and universities are still dominated by traditional evaluation methods

and lack of innovation. There is no practical investigation of the practical function of English as a tool discipline. In addition, the investigation of English is still lack of the combination of investigation and practice. Especially under the background that China's English textbooks are not changed all year round, most English use and expression methods have changed to some extent, resulting in the lack of integration of English teaching with the development of the times, and students do not have the corresponding expression ability after English learning, "Dumb English" also comes from this. In the existing English investigation teaching, only CET4 and CET6 have the examination contents of listening, speaking, reading and writing. Compared with the traditional examination methods, although they are progressive and innovative, they still can not specifically investigate the students' mastery and application ability of English.

2. Factors affecting the practicability of English Teaching

2.1 Students' comprehensive abilities are uneven

The difference of students' comprehensive ability has a decisive impact on the effect of classroom teaching, especially in the English classroom, students themselves come from all over the world. The difference of regional economy and education level have a great impact on students' performance, which makes students' ability and level different in the classroom and their acceptance of what they have learned It's different.

In daily teaching, we will find that students' comprehensive level plays a decisive role in students' learning and personal growth and development. At the same time, it also directly affects the classroom teaching effect and teaching progress. However, students' comprehensive level varies from high to low. Whether it is living environment, knowledge background or interests, it will have direct factors on them, and all these factors will ultimately affect them Therefore, facing different students, teachers need to choose different teaching methods, improve teaching level, and cultivate students' autonomous ability, cross-cultural awareness and the concept of lifelong learning.

2.2 Personal competence of English teachers

Different teachers have different personal abilities. Through long-term investigation and interview, it is not difficult to find that the differences between different English teachers are obvious. For example, the same English class will show different teaching effects because of teachers' different understanding of teaching objectives and personal comprehensive quality, which will eventually affect the quality of the classroom At the same time, some old teachers' teaching concepts and ideas are relatively old, still use the traditional teaching methods, turn a blind eye to the modern teaching technical means, and can not closely combine the existing modern teaching technology with the text content in the classroom Although the teaching method can improve students' examination oriented level to a certain extent, it is lack of language sense training and learning, resulting in students' low interest in learning.

Secondly, some teachers brought their personal emotions into the classroom, which seriously reduced the students' enthusiasm in the classroom, did not show a fair and just attitude in the teaching process, and greatly reduced the teaching quality of English classroom.

Finally, a reasonable and effective teaching method is always the primary condition that a teacher needs to have. It stimulates the vitality of the classroom by activating the classroom atmosphere. However, most teachers obviously have a high professional level and ability, but in the actual teaching, the teaching effect is not ideal, which is closely related to the teaching methods mastered by teachers and their own knowledge reserves Teachers not only shoulder the task of teaching students lessons, but also shoulder the important task of cultivating students' personal quality and making students understand how to behave. Teaching and educating people have always been accompanied, so that students can learn to understand and accept different cultures and cultivate students' cross-cultural awareness through language learning, so as to give full play to the practical function of English teaching.

2.3 Lack of practicability in English textbooks

The teaching of English courses in China has always been criticized in many subjects, mainly because the English courses in China do not have certain practicability in terms of textbook design or teaching content. They only exist to meet the examination oriented education, so students have low interest in English learning. In the English classroom, do students master the content of this class Rong, whether they can recite the learned words fluently is the focus of teachers' attentionPoint, but do not pay attention to whether students can express and use fluently. This also leads to the neglect of the practicability of English teaching. No matter how good students' English scores are, there is no way to apply them in daily communication and communication. All English learning is just on paper.

Secondly, in the textbooks, most of the contents of College English textbooks are selected from newspapers, magazines, articles, etc. most of these selected contents have single problems and scattered contents, which can not attract students' interest at all. In addition, some chapters are taken out of context, the difficulty of teaching materials is difficult to grasp, and there is a lack of step-by-step process, which leads to students' learning of English courses without logic and organization, and teachers do not make timely adjustment and innovation in the face of this problem. This is also one of the important reasons why teachers can't "quote classics" in the classroom. The outdated text content and backward views can't be applied to the modern classroom, let alone the practicability of English teaching.

2.4 English assessment standards are out of line with international standards

As an instrumental subject, English needs to be assessed from multiple angles. However, at present, the assessment standard of English Teaching in China is still based on the traditional examination oriented examination. At present, the more common English ability assessment is CET4 and CET6, which are not unified according to the grading standard of English speaking countries. As a tool discipline, the practical utility of English classroom is greater than the learning of theoretical content. Therefore, the assessment standard of English must be carried out according to international standards and closely follow the development of the times in order to ensure that students keep pace with the times.

3. Ways to improve practical English Teaching

3.1 Improve students' interest in English learning

In the above, we analyze the problems of students' low interest in English learning and low participation in class. To solve this problem, teachers should actively adjust teaching methods and improve students' enthusiasm in learning English with the help of information technology. Through the innovative classroom design, students can fully integrate into the classroom, so as to improve the effect and quality of English teaching. According to previous teaching experience, to stimulate students' interest in learning, we should first understand students' interests and hobbies. We can break the students' independent and closed personal learning mode by establishing learning groups, and then play videos through multimedia to attract students' attention. This video can select more vivid video materials to catch students' attention, Cultivate students' interest in English learning.

3.2 Activate the classroom atmosphere with emotional factors

Compared with other subjects, English itself has more emotional factors. Therefore, in daily teaching, we can appropriately increase personal emotional factors to carry out teaching, which can not only deepen students' memory, but also effectively improve students' interest in learning. Emotional factors not only refer to teachers' abundant emotion in the teaching process, but also need to fully tap students' emotional factors in the English classroom, start with simple words to improve students' enthusiasm for English learning, and mainly improve students' English expression ability and language communication ability by creating situations in the classroom, so as to make students have learning feelings, This is what we often call language emotion factor. At the same time, it can also effectively solve many inefficient problems such as sparse class hours and easy forgetting.

Secondly, by advocating the effective communication and exchange between teachers and students, students and students, and through the teaching method of both theory and practice, we can promote the improvement of the teaching mechanism, and then introduce the mutual evaluation mechanism.

Finally, students' learning ability is uneven, and there are many reasons why they don't like learning English. Famous educators and psychologists divide this phenomenon into two categories. The first is caused by students' personal feelings. Students lack learning motivation and complain about the existing learning environment, resulting in a series of anxiety; The second is the influence of other learners and teachers on students' emotional factors, including students' difficulties in classroom communication, weak cross-cultural awareness and large gap in students' personal ability. These factors play an important role in students' learning.

3.3 Establish equal and excellent teacher-student relationship

Good teacher-student relationship includes whether teachers and students are close, whether their behavior can be consistent, whether they have a certain tacit understanding and whether they get along well in daily life. According to incomplete statistics, teachers' personal comprehensive Teachers who are better than other subjects in ability and life values can get the favor of students. Only by setting a good example for students and fully stimulating students' interest in learning, can we get students' praise. In addition, teachers can also care about students' life by communicating with students after class, so as to promote the harmony of bilateral relations, especially the quality of teachers themselves, which can affect students imperceptibly.

3.4 Actively participate in classroom interaction

Interactive links can be said to be the top priority to improve the quality and effect of English classroom teaching. At the same time, students can also improve their oral expression ability through teaching interactive links, so as to stimulate classroom vitality. In the interactive link, we should also pay attention to the way of interaction. First, we should achieve the way of "answering questions from top to bottom", and strengthen the close connection of classroom through one question after another; Secondly, we should be able to "talk from the east to the west" in class. This requires teachers to fully prepare lessons before class, have a certain amount of knowledge reserve, and firmly grasp the points of interest to students. Before class, teachers need to rehearse the teaching content, fully consider the students' learning situation and learning reality, always care about the students' reaction in class, especially when they find that students have questions, they should actively answer them.

3.5 Teachers should have sufficient cross-cultural knowledge reserves

As a teacher, if he wants to give his students a glass of water, he must have a bucket of water. English teachers not only need to master their own professional knowledge, but also need to fully master other aspects of knowledge. Compared with other subjects, English teaching has more teaching tasks and ability training tasks. Especially as a tool discipline, in English teaching, it is necessary to cultivate students' intercultural communication ability, so as to lay a good foundation for students' future personal career development. In addition, English teaching also needs to focus on the actual needs of social development, serve students, and give full play to its practicability to improve students' employability. This requires our teachers to constantly expand their own knowledge reserves. In the teaching process, they can quote classics and integrate more cross-cultural knowledge into the classroom, so as to make the classroom content more vivid and profound through the demonstration and analysis of examples.

Conclusion

College English teaching is of great practical significance. It plays a vital role in students' growth and future development. At the same time, it also affects students' Outlook on life, values and world outlook. Therefore, in English teaching, teachers need to pay more attention to the reform and innovation of teaching methods, and create different teaching methods by constantly updating teaching methods and teaching modes. In particular, they should encourage students to participate in practical experience activities and fully stimulate students' learning enthusiasm, so as to improve the classroom quality and teaching effect of English teaching and give full play to the practicability of English teaching. In the classroom, the main teaching mode of cooperation and communication is to form a good and harmonious atmosphere of class atmosphere. In the face of traditional English teaching methods, we must extract the essence of its dross and improve its teaching quality and teaching effect in an all-round way.

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