

Reform and Development Innovation of College English Teaching in the New Era

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Abstract: College English is a compulsory course for college students, and its importance is self-evident. In universities, English is one of the most important subjects besides specialized courses. Even for many people, college English is more important than specialized courses. In order to adapt to the development of the times, ELT (English Language Teaching) reform has been carried out frequently, but there is no effective mode and practice that can be implemented. However, the neglect of students' oral expression ability in teaching evaluation has led to significant limitations in ELT today. For some students who lack willpower, facing heavy and challenging learning tasks may lead to fear, making them less willing to learn English knowledge and skills. Existing problems cannot be solved, and new problems may arise, leading to a vicious cycle. Through the reform of ELT in universities, the importance of English can be effectively improved, and people's attention to English can be gradually improved, so as to speed up the pace of China's integration with internationalization and make great contributions to China's construction and development.

1. Introduction

As China enters a new era of rapid social and economic development, the demand for foreign languages is increasing. Modern foreign language teaching is developing in the direction of general knowledge, ecology and individuality. Although the country has been paying attention to education reform, at present, the status of college English has not been effectively improved, but is on the decline, which has brought extremely adverse effects on the education reform [1]. ELT reform in universities is an important part of China's current education reform, which is of great significance to promoting the development of China's education and speeding up the process of integration with nationalization [2]. Therefore, in order to make China's education reform go smoothly and make a breakthrough, we must attach importance to the comprehensiveness of reform education and strengthen the ELT reform in universities. The application of new media technology in ELT in colleges and universities can effectively break the shackles of traditional teaching mode, which has high practical value. The arrival of new media era also brings new development opportunities and challenges for ELT in colleges and universities [3]. With the continuous development of the times, the demand of the country and society for high-quality talents is increasing, and the quality of talents is also increasingly demanding [4]. This makes us bid farewell to the traditional model in the process of ELT in universities and cultivate needed talents for the country and society. Regrettably,

however, university ELT has fallen into a certain predicament in its development, which requires our social strata to pay attention to and work together to solve the problem. Under the background of the new era, ELT reform in universities presents the current situation of unclear teaching objectives and single teaching methods, which leads to various difficulties in teaching [5]. Through the reform of ELT in universities, the importance of English can be effectively improved, and people's attention to English can be gradually improved, so as to speed up the pace of China's integration with internationalization and make great contributions to China's construction and development[6].

2. The Dilemmas in College English Teaching

2.1. The teaching level of English teachers varies from good to bad

With the rapid development of technology, knowledge updates are also changing rapidly. Especially after the new curriculum reform, many textbooks have been modified according to actual situations, and the content of these textbooks is more closely related to our actual work. The main characteristics of current university ELT can be divided into three aspects, as shown in Figure 1.

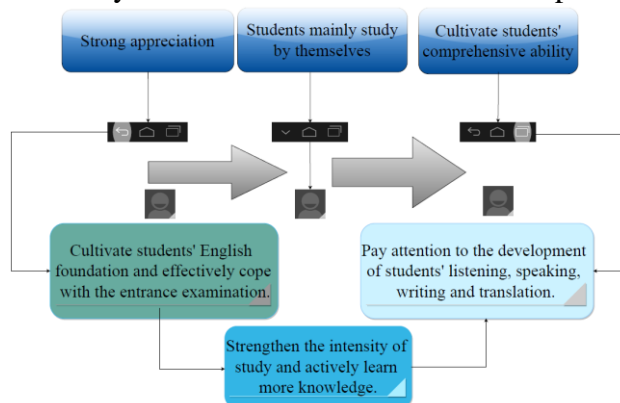


Figure 1: Characteristics of University ELT

However, in ELT, some teachers still adopt the previous teaching viewpoint that the main task of learning is exams, which leads to students placing too much emphasis on their own exam scores when learning English. Some teachers still have the problem of 'wearing new shoes and following the old path'. Although using the waiting teaching mode, the teaching process is still dominated by cramming, many teachers still stay in the previous teaching materials, preferring to read from book and have no novelty in class. They lack understanding of recent events, which leads to a lack of communication with students and greatly reduces their interest in learning English [7]. So, when learning English, students only memorize by rote without adopting flexible learning methods, which ultimately leads to students becoming bored with English subjects and even developing fear of English [8].

2.2. Students have low self-directed learning ability

Students get used to teachers' teaching methods, but forget what they should learn and how to learn. Over time, their autonomous learning ability is completely degraded. After entering the society, when communicating with people in foreign languages, they will fall into an embarrassing and confused situation, accustomed to passive acceptance and unable to take the initiative to innovate. In the current teaching, some students still can't learn and don't know what to learn [9]. This will lead to fear, think that English is difficult to learn, and gradually lose interest in English

learning, which will lead to a decline in curiosity and a phenomenon of escape and retreat. The way for them to acquire knowledge is teachers' lectures. In ELT, some students don't make use of learning resources, just play some irrelevant videos, lacking learning initiative.

2.3. Lack of innovation in educational methods

In ELT of colleges and universities, the way of teaching assessment is the Final examination and CET-4 and CET-6, and CET-4 and CET-6 have also become the main criteria for evaluating college public English. However, the neglect of students' oral expression ability in teaching evaluation has led to significant limitations in ELT today. Some students may not understand in the classroom, unable to understand and grasp the knowledge content explained by the teacher. Over time, the number of knowledge points that they do not understand is like a snowball, making it even more difficult to learn knowledge that they did not know before. Some teachers still use traditional chalk and blackboard teaching methods, resulting in less communication and interaction with students. Mainly reflected in the traditional indoctrination mode, where teachers directly "preach" to students through book knowledge, and students passively receive it, resulting in low interest in English learning among students [10]. For some students who lack willpower, facing heavy and challenging learning tasks may lead to fear, making them less willing to learn English knowledge and skills. Existing problems cannot be solved, and new problems may arise, leading to a vicious cycle.

3. Reform and Development Innovation of College English Teaching in the New Media Era

3.1. Improve teacher training

For some older teachers in universities, although they have rich teaching experience, their ability to apply new media technology is insufficient due to various factors. Therefore, universities should strengthen teachers' learning of new media and break the constraints of traditional thinking. Increase efforts to support ELT work in universities and provide maximum policy support in the practice strengthening the language environment of college students, make it a daily task, and avoid mechanically implementing it as a rigid goal. Before teachers organize teaching activities, they need to comprehensively analyze and summarize Big data information, constantly explore students' potential English needs, master students' learning interests, and constantly innovate classroom teaching models, so as to constantly improve students' learning desire by using teaching design. However, in ELT, some teachers still adopt the previous teaching viewpoint that the main task of learning is exams, which leads to students placing too much emphasis on their own exam scores when learning English. So, when learning English, students only memorize by rote without adopting flexible learning methods, which ultimately leads to students becoming bored with English subjects and even developing fear of English. Compared with traditional teaching, new media teaching has significant differences. New media teaching should highlight the student-centered approach, strengthen teacher training in the application of new media, ensure that university teachers have the ability to familiarize themselves with the use of new media equipment, and master the operating procedures of relevant new media software.

3.2. Innovative teaching methods

In ELT, teachers should formulate effective and suitable teaching strategies according to the actual situation of students, optimize and integrate all kinds of rich and connotative English knowledge on the Internet by using good teaching environment for students, and enable students to study happily in a free and equal environment, thus improving their learning experience and

improving the learning effect. Teachers must change the boring teaching methods to make the teaching classroom active, and teachers need to interact with students more so that students can feel the fun in the classroom and enjoy English learning. This paper analyzes the optimization strategy of ELT reform in universities in the new era, as shown in Figure 2.

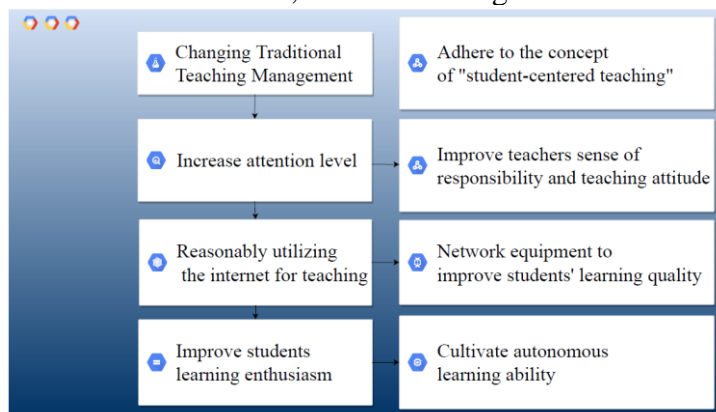


Figure 2: Optimization Strategies for ELT Reform in Universities in the New Era

Under the current situation of ELT reform in universities in the new era, some students may not understand in the classroom, unable to understand and grasp the knowledge content explained by the teacher. Over time, the number of knowledge points that they do not understand is like a snowball, making it even more difficult to learn knowledge that they did not know before. Some teachers still use traditional chalk and blackboard teaching methods, resulting in less communication and interaction with students. Mainly reflected in the traditional indoctrination mode, where teachers directly "preach" to students through book knowledge, and students passively receive it, resulting in low interest in English learning among students. Using modern teaching methods to improve contemporary college students' interest in learning English. In the new era of network development, the ELT work in universities should be effectively combined with the Internet. In the process of ELT in universities, modern technical means should be adopted to add interest to boring knowledge explanation, attract students' attention and let students learn English independently.

3.3. Carry out practical activities

In the era of new media, universities should actively upgrade their hardware and software facilities, introduce advanced information technology while equipping them with advanced new media equipment, and lay a solid foundation for the comprehensive implementation of ELT reform work. At the same time, universities should further strengthen English practical teaching activities and fully utilize the value of internal and external media resources in English practical teaching activities. They should regularly hold various forms of English communication and practical activities to help students accurately recognize their own knowledge shortcomings, help students continuously improve themselves and optimize themselves in practical activities, and lay a solid foundation for cultivating students' oral communication abilities, Promote the deepening of ELT reform work. Constantly explore language teaching forms, language input methods, teaching situation design, foreign language teaching and resource integration, strive to find the combination of traditional teaching methods such as imitation, recitation and association and modern information technology teaching methods, and constantly develop and improve these teaching methods. Through extracurricular teaching, students can apply English in practical activities, discover the interesting aspects of English, improve their self-learning ability, and enable them to learn English

more actively and autonomously in such a teaching atmosphere, improve the quality of ELT, thereby promoting the process of ELT reform in universities.

4. Conclusions

In a word, under the background of deepening globalization, English, as an international language, is becoming more and more important. Therefore, ELT in universities has attracted wide attention. This paper attempts to reform, develop and innovate ELT in universities in the new era. Some teachers still have the problem of 'wearing new shoes and following the old path'. Although using the waiting teaching mode, the teaching process is still dominated by cramming, many teachers still stay in the previous teaching materials, preferring to read from book and have no novelty in class. They lack understanding of recent events, which leads to a lack of communication with students and greatly reduces their interest in learning English. Mprove the problems existing in previous teaching, expand teaching methods and improve students' English literacy and practical ability. After entering the society, when communicating with people in foreign languages, they will fall into an embarrassing and confused situation, accustomed to passive acceptance and unable to take the initiative to innovate. In the current teaching, some students still can't learn and don't know what to learn. This will lead to fear, think that English is difficult to learn, and gradually lose interest in English learning, which will lead to a decline in curiosity and a phenomenon of escape and retreat. The way for them to acquire knowledge is teachers' lectures. In ELT, some students don't make use of learning resources, just play some irrelevant videos, lacking learning initiative. In order to achieve practical results, college English education must seriously face the current situation and problems, fully understand and study, suit the remedy to the case, keep pace with the times and innovate constantly, continue to play the important role of English education in the whole quality education, fully grasp the psychological characteristics of contemporary college students, and infiltrate English into their lives. In addition, both education departments and universities must pay more attention to college English, so as to improve the reform efficiency.

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