

A Contrastive Study of College English Teaching Reform Mode under Demand Theory

Beifang Liu

Jilin International Studies University, Changchun, Jilin 130117, China

ABSTRACT. With the acceleration of economic globalization and the increasing frequency of international communication activities, English is playing an increasingly important role as a necessary skill in the workplace. As the most important information carrier, English has become one of the most widely used languages in all fields of human life. With the informationization of social life and the globalization of economy, the importance of English has become increasingly prominent. Needs analysis is an early theory that studies students' needs. As far as education is concerned, the growth of students is the goal and the development of teachers is the guarantee. Applying the theory of needs analysis to college English teaching, we can effectively aim at college English and make appropriate adjustments to college students' English learning needs from the perspective of students. From the perspective of needs analysis theory, this paper discusses the path of College English teaching reform according to the basic situation of College Students' English learning needs.

KEYWORDS: Needs analysis, English teaching, Teaching reform

1. Introduction

As the pace of economic globalization accelerates and international exchange activities become more frequent, English as an essential skill in the workplace plays an increasingly important role, and society also has more and more professional talents with high-level English skills. Demand [1]. The informatization of social life and the globalization of the economy have made English more and more important. For education, student growth is the goal, and teacher development is the guarantee. As the most important information carrier, English has become one of the most widely used languages in various fields of human life [2]. Demand analysis is an earlier theory that studies the needs of students. Applying demand analysis theory to college English teaching can effectively target college English from the perspective of students and make appropriate adjustments to college students' English learning needs in order to achieve effective teaching reforms [3]. How to make a scientific, systematic and characteristic college English curriculum system on the basis of satisfying learners' personal needs to the greatest extent and stimulating their interest in learning is an important way to realize teaching service for high-level universities.

Needs analysis can be used to understand students' requirements for foreign language teaching, the weak links in students' learning, and identify the problems existing in foreign language teaching, so as to attract attention [5]. After understanding the needs analysis theory, we can combine the theoretical essence of needs analysis theory with college English teaching, and understand the students' different cognitive needs before, during and after the start of college English courses by means of needs analysis, and understand the students' learning purpose [6]. In order to realize the educational characteristics and personnel training objectives of colleges and universities, corresponding professional English courses should be introduced according to different majors. College English teachers should conduct comprehensive and meticulous needs analysis, better understand social needs and students' needs, and pay attention to cultivating students' English application ability and professional ability [7]. Based on the perspective of needs analysis, this paper analyzes the problems existing in college English teaching under the background of social needs, and discusses the development goals and ways of college English teachers.

2. Theoretical Analysis of English Teaching Based on Students' Learning Needs

Needs analysis not only analyzes the situation of students and teachers, but also analyzes the analysis of students' learning objectives and the needs of employers or occupations. With the reform and development of English teaching in colleges and universities, English teaching in colleges and universities has explored and innovated in many aspects such as textbook construction, faculty construction, teaching model reform, and teaching content innovation. The development of English teachers in colleges and universities should design and adjust development goals according to

the needs of professional development, and seek ways that are conducive to their own development. Viewed as a whole, some teachers and students have insufficient understanding of the importance of college English and have a utilitarian mentality. College English has sufficient class hours and sufficient study time. Because of the deep influence of social impetuous factors, some college students and even English teachers do not have enough understanding of the importance of college English [8]. College English teachers should constantly enrich their professional knowledge and improve their teaching level. For most of the young English teachers who graduated from non-normal universities, in addition to professional foreign language knowledge, other fields, especially the knowledge related to pedagogy, are very lacking. Strengthening the awareness of professional development of college English teachers is also a prerequisite for strengthening the construction of the teaching staff and improving the professionalism of teachers. College English teachers should be student-centered and fully understand their learning needs and psychological needs. Strengthen the emotional exchanges with students, strengthen the interaction between teachers and students, and fully arouse students' interest and motivation.

The English skill improvement module focuses on the cultivation of practical English skills and test-taking skills, and is the main course in the college English curriculum. Constructivist learning theory believes that the increase of knowledge should be connected with the students' existing knowledge structure. Requirements analysis is generally regarded as the first step in curriculum design. In the teaching of specialized English, needs analysis is used to help people decide the content and method of teaching. The fundamental purpose of education is to serve the society, and the cultivation of college students' English ability should be continuously adjusted according to changes in social needs. Good planning is essential for effective demand analysis. It is necessary to build a scientific and reasonable curriculum system and adjust the curriculum structure to meet the learning needs of students at different levels. With the deepening of international exchanges and exchanges, a large number of talents who are not only proficient in professional knowledge and skills, but also have good English ability have become the needs of social development, and the cultivation of college students' English application ability has gradually become the core of college English teaching. In the actual observation of the course, the teacher observes the actual reaction of the students in the college English classroom through the actual teaching experience in the classroom. On this basis, through interviews with some students, the students are asked about their actual needs for college English teaching classes, and students are encouraged to give more targeted and constructive opinions.

3. Practical Problems in College English Teaching Reform

3.1 Innovating Teachers' Knowledge Base

Teachers play a leading role in classroom teaching. Teachers should first recognize the relationship between teachers and students in class, and teachers should study and explore in class together with students. Teacher development is a process of internalization of knowledge and skills acquired by teachers' internationalization, and a process of coordinated development and continuous growth of teachers in intelligence, skills, experience and teaching attitude. In order to better integrate basic English and professional English, college English teachers should discuss with professional teachers and consider students' existing English foundation on the basis of fully understanding students' existing needs and social needs [9]. The choice of college English teaching content should be practical, with a certain purpose and pertinence, focusing on cultivating English basic ability and workplace communication ability. English teachers should adjust their mentality and create a good atmosphere of competition and cooperation. Under the guidance of the interaction mode between teachers and students, teachers can design classroom activities suitable for students after finding out the needs of students, pay attention to the embodiment of students' main body and sports in class, and adopt various forms of classroom language to input people. Students need to know their own learning process from the perspectives of language and professional knowledge, and feedback from English teachers and professional teachers will help students make their next study plan [10]. For teachers, because of their leading role in the teaching process, they must undertake the dual tasks of creating and reconstructing teaching environment and learning environment. In-depth study of teaching environment is an important part of teachers' professional development and a necessary way for teachers to optimize the process of teaching activities and improve teaching efficiency. Because of the cultural diversity, the richness of knowledge structure and the complexity of teaching objects in college English, the development of college English teachers has their own unique personality.

3.2 Perfect the Course Construction

In order to improve the success rate of employment and the competitiveness in the workplace, college students are no longer satisfied with the basic knowledge of English, and hope to improve their communicative and professional English abilities while learning professional knowledge and skills well. In the course construction of college English, specifically, it is how to set and arrange each course to be offered. Effective teaching depends on teachers' own skills,

values and teachers' design and arrangement of teaching. Teachers of English teaching and research section found that students have poor foundation and personal differences in class-based and large-scale class-based classroom teaching. Teachers should pay attention to students' emotional input, development of thinking ability, exertion of personality and cultivation of independent ability in the learning process [11]. In the process of teaching and training, students should always be reminded to remember the law of perspective, which is the key to express the sense of depth of objects. College English class takes into account the professionalism of teaching knowledge and the instrumentality of basic knowledge. On the whole, the relationship between the three dimensions of the teaching process and the relationship between the three dimensions and the learning effect is assumed to be consistent with the observed data. All the path coefficients of the path model are significant. Fig. 1 is a path analysis model of the dimensions of effective classroom environment construction and learning effect in college English listening.

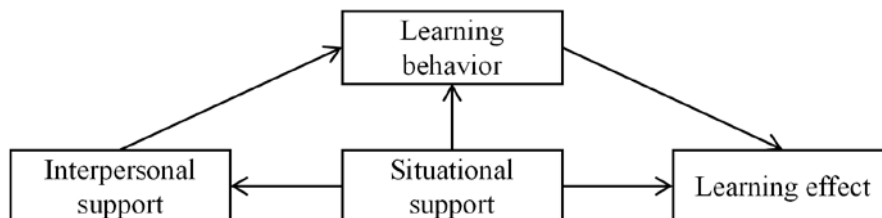


Fig.1 Path Analysis Model

After the implementation of the first stage of English listening and speaking teaching from the perspective of needs, the stage test should be carried out. The main content of the test is the three modules studied in this stage. The test results are used as the basis for evaluating the learning effect of students in this stage, and as the basis for the strategy adjustment in the second stage. The test results are shown in Figure 2.

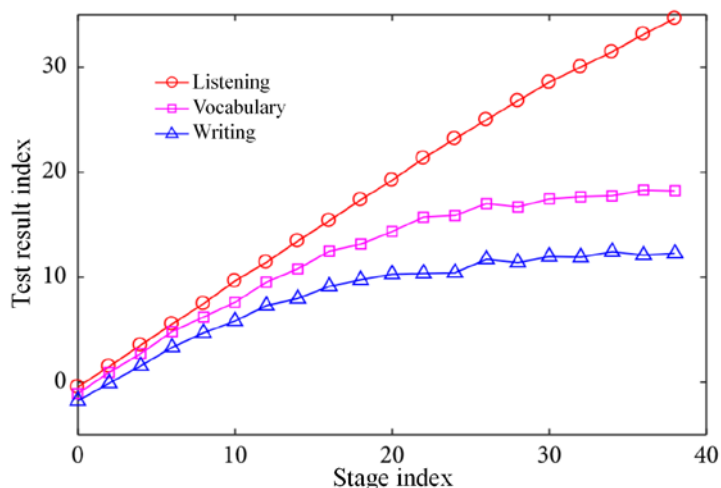


Fig.2 Comparison of Written Test Listening, Vocabulary and Writing Score Data

Teachers should pay attention to making plans for college English courses at different levels in the early, middle and late stages. For college English teachers, the produced college English courseware can be uploaded to the English learning platform through the network, which can be used for communication between students and English lovers on the one hand, and teachers and students who use this English courseware can also ask many constructive and pertinent questions on the other hand. English teachers should have good Chinese language skills and language accomplishment, and have solid English professional knowledge, British and American cultural background knowledge, cross-cultural communication knowledge, basic linguistic knowledge and foreign language teaching theory.

4. Conclusion

Under the background of economic globalization and internationalization of education, the college English curriculum system, which focuses on listening and speaking ability or improving reading and writing ability, can not meet students' own learning needs, nor can it meet the needs of discipline and social development. The current English

teaching in colleges and universities does not fully consider the differences between different majors and students' learning needs, and cannot meet the needs of social development for talents in colleges and universities. In order to improve the quality of college English teaching and cultivate high-quality talents in the new era, the core position of needs analysis should be highly valued. Teachers and teaching management departments should truly understand students' real needs, and then establish diversified and distinctive college English courses according to students' needs. College English teaching reform is a long-term process that requires the joint efforts of all parties. Only by fundamentally changing the present situation of college English teaching with insufficient motivation and low interest from the students' needs, can the teaching effect be improved from the source of teaching. Colleges and universities should also improve the incentive and evaluation mechanism of English teachers' training and learning, establish teachers' personal training files, promote teachers' sustainable development, and truly and effectively improve the quality of English teaching.

Acknowledgement

The authors acknowledge the Research Result for “2017 Education Science Project of Jilin Province: Research and Practice of Formative Assessment in College English Teaching”; Research result for “2019 Higher Education Teaching Reform Project of Jilin Province, 2019 Teaching Reform Project of Jilin International Studies University”.

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