

Difficulties and Breakthroughs in College English Education

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Abstract: There are still serious problems of inefficiency in College English teaching in China. "Deaf-mute English" is the main form of expression. The changes brought about by the educational reform still cannot meet the actual needs of College English in China. The reform of College English should pay more attention to the practical application ability and explore the corresponding countermeasures.

College English reform in China is not just beginning. However, the main problem that still exists in English reform is the problem of "time-consuming and inefficient" in universities, and this problem has not been fundamentally solved. In view of the need for English talents in the current society, new requirements have been put forward, which poses new challenges to the current college English reform.

1. Problems and dilemmas of college English education in china

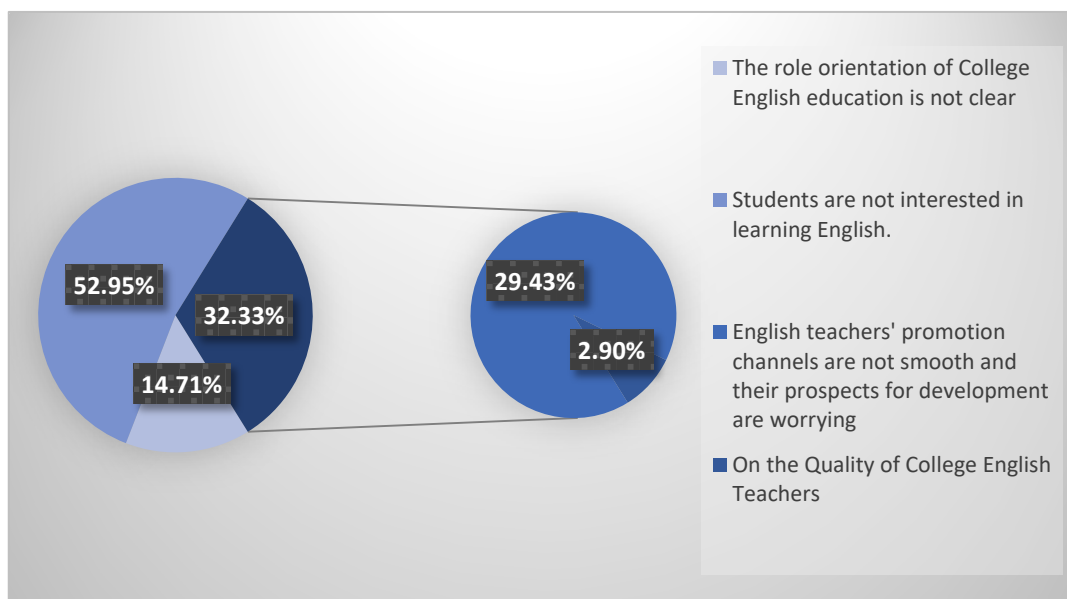


Figure 1. Problems and Dilemmas of College English Education in China

As shown in figure 1, a detailed analysis is presented above.

1.1 The role orientation of college English education is not clear

Although College English is a basic course in universities, it is not a compulsory course for all college students. English is only a compulsory course for English majors. For those non-English majors, English learning is not so systematic. The knowledge is not deep enough. The time spent on English learning is also relatively small. For many college students, the only requirement for English learning is to pass CET-4 and CET-6. Strengthening college students' ability to use English has not been paid enough attention, so it is natural that the real purpose of College English education can not be achieved^[1].

1.2 Students are not interested in learning English

At present, college students have studied English for many years before they enter universities. Although there is a certain English foundation, there is also "aesthetic fatigue" in English. In addition, compared with senior high school English courses, there is not much difference in other aspects besides the increase of vocabulary. This makes college students lose interest in the content of English knowledge gradually, and then they are gradually tired of learning English knowledge. Moreover, the results of CET-4 and CET-6 affect whether they can graduate smoothly, which results in many college students passively learning English theoretical knowledge in order to pass CET-4 and CET-6, but this can not improve their practical English ability.

1.3 English teachers' promotion channels are not smooth and their prospects for development are worrying

At present, College English mainly focuses on training and training students' language skills. The instrumental characteristics of the curriculum make college English teachers confused in their profession, and teachers are labeled "teaching artisans" who can not do scientific research. Moreover, while English courses are being compressed, small classes are being taught in universities. English teachers need to be responsible for English courses in multiple classes at the same time. Teachers not only have a heavy teaching task, but also find it difficult to spare time for scientific research. In addition, it is difficult to keep pace with the development of English subject, which leads to many problems in teaching and scientific research^[2].

1.4 On the quality of college English teachers

The quality of College English teachers is an important factor in determining the quality of College English teaching. The comprehensive quality of English teachers' optimization is the main embodiment of the level of efficient teaching. Colleges usually attach great importance to the cultivation of College English teachers' competence in English, while universities neglect the cultivation of their complex knowledge identity. There are also such qualities as physical quality, psychological quality, knowledge quality, professional ethics quality, theoretical quality of education and teaching, scientific research ability and so on^[3].

2. Reasons for the dilemma of college English education reform

Although university education has been in the process of reform, the reform is not thorough, and there are still many problems. There are many reasons for the predicament of College English education, including the problems of teaching methods, and the problems of the direction of education in the country.

2.1 The requirement of College English education for scores reduces college students' interest in English learning

College English exams often require college students to pass the exam to get corresponding credits, which makes college students think that if I don't pass the exam, I can lose the motivation and interest of learning English independently.

2.2 The decision and restriction of the educational system and the educational system

At present, our country's university education is manifested by the state's monopoly on it. For a long time in the past, the main purpose of education in our country was to serve politics. This leads to the fact that, to a large extent, education in our country is run by politicians, not by educators, and there is no way to talk about the training of talents needed by society. This also directly leads to the difficulties of English education in our country.

3. The Way of college English education reform

The problems and dilemmas of College English education at the present stage can not be solved by minor repairs. To break through the cocoon, it is bound to be drastic. From the teaching objectives and requirements to the teaching content, from curriculum construction to curriculum setting, from discipline construction to teacher training, all-round and multi-user reform is carried out^[4]. As shown in figure 2.

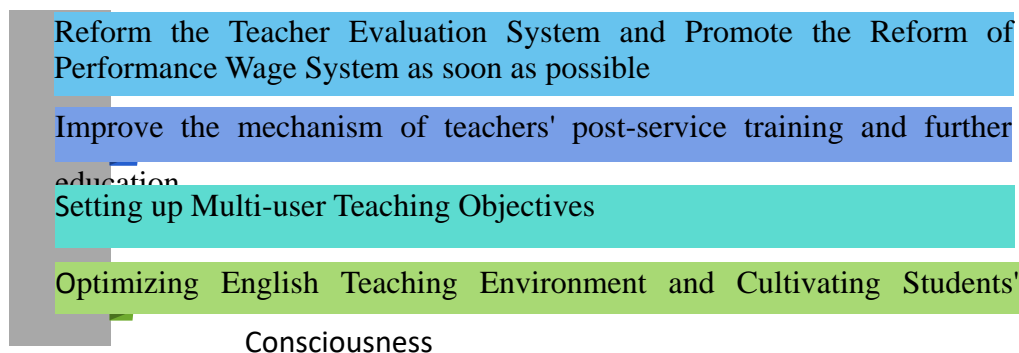


Figure 2. Reform Measures of College English Education

3.1 Reform the teacher evaluation system and promote the reform of performance wage system as soon as possible

We must establish a scientific teacher evaluation system, and we should implement a reasonable performance pay system. We should improve the treatment of front-line teachers from both material and spiritual aspects. We should fundamentally reverse the serious trend of loss of excellent college English teachers, so as to ultimately achieve the goal of training first-class talents with high-quality teachers. At the same time, in terms of Title evaluation, application for scientific research projects, award evaluation and merit evaluation, colleges and universities should formulate policies conducive to the healthy development of College English disciplines, improve and enhance teachers' sense of honor and mission, and promote the construction and development of College English disciplines^[5].

3.2 Improve the mechanism of teachers' post-service training and further education

Teachers' quality is the key to improve teaching quality, and also the key to the construction and development of College English curriculum. The state and universities should strengthen their support for front-line teachers in such aspects as public study abroad, academic leave, teaching and scientific research seminars, etc. We must strengthen teachers' post-service training to provide institutional guarantee for teachers' professional development planning. Only in this way we can promote the continuous improvement of teachers' teaching methods and academic level, and we can construct a complete system of lifelong education.

3.3 Setting up multi-user teaching objectives

Due to the uneven level of College Students' source English and the different orientations and development directions of colleges and universities, it is necessary to change the overly homogeneous and general teaching objectives and formulate hierarchical teaching objectives: The basic goal is to continue to strengthen the training and learning of basic English skills for the students of junior and secondary schools with weak English foundation. The aim of improving students' English proficiency is to improve students' English proficiency and intercultural communicative competence in an all-round way. The goal of development is to cultivate international talents with international competitiveness, who can communicate and cooperate in the professional field in English. The goal of development should be aimed at high-level students in key universities. Universities should strive to cultivate high-end talents with both excellent professional level and excellent English use ability, so as to serve the "double-first-class" development strategy of universities.

3.4 Optimizing English teaching environment and cultivating students' cross-cultural consciousness

In the process of College English education and teaching, we should build a "tool bank" of professional English teaching. Under the setting of simulated scenes and virtual role playing, various teaching situations are created to cultivate students' interest in learning. Through the selection of books or videos from English publications or radio and television, students can learn happily in the English world. In the process of self-regulated learning on the Internet, students are encouraged to understand and master western culture as much as possible through various ways, so as to cultivate students' cross-cultural awareness. We must take advantage of students' winter and summer holidays to invite volunteers or students from foreign colleges to carry out a series of communication activities, so that students can make full use of their English to communicate with others, and they can test their own shortcomings in practice.

In the theory of modern education and teaching, teachers play an important role in setting up courses, monitoring teaching process and training students' learning strategies. Therefore, in order to deepen the reform of College English education, teachers should take the initiative and give full play to it.

4. Conclusion

According to the concept of "student-centered" education and teaching, a university education model is constructed to solve the problems facing college English education in China. On the basis of realizing the teaching objectives, students are encouraged to learn English better, which is consistent with the law of language teaching and the direction of teaching reform in English

universities. However, College English education, as an interdisciplinary subject and a rising topic in recent years, needs to be further improved both in theory and in practice, which requires the efforts of English education researchers.

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