

College English Teaching from the Perspective of Students' English Learning Needs

Hao Shuang

Jilin Justice Police Officer Academy, Changchun, China

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Abstract: with the Rapid Development of Economic Globalization, English Plays an Increasingly Important Role in International Communication. in Such an Era, College English Teaching is Facing New Challenges. in Order to Meet the Needs of Social Development and Realize the Professionalization of English, the Process of College English Syllabus Making Should Fully Consider the Needs of English Teaching, and Constantly Reform the College English Teaching Mode According to the Students' English Learning Needs. from the Perspective of Students' English Learning Needs, Improve the Quality of College English Teaching and Enhance the Value of English Application. Based on the Author's Practical Teaching Experience, This Paper Analyzes the Students' English Learning Needs and Puts Forward Effective Strategies for College English Teaching from the Perspective of Needs, Hoping to Contribute a Little to the Progress of College English Education in China.

1. Introduction

With the Deepening of College Education Reform System and the Increasing Demand of College English Teaching, New Requirements Are Put Forward for College English Teaching. More Attention Has Been Paid to Improving the Application Value of College English Than Ever Before, and the Practicality of Teaching Has Been Emphasized. English Plays an Important Role in the World Communication. the More Practical the Language Function of English is, the More Social the Role of English is. in Such an Environment, the English Teaching System in Colleges and Universities in China is Developing Towards a Standardized and Systematic Mode. the Teaching Reform Should Be Based on the Perspective of Students' English Learning Needs, Reform the English Teaching Mode, Improve the Application Value of English, and “Learn to Apply” Can Play the Social Value of English Language and Culture.

2. An Analysis of Students' Needs in English Learning

2.1 Analysis of Individual Learning Needs of Students

Nowadays, the Main Purpose of College Students' English Learning is to Be Able to Use What They Have Learned. However, the Main Difficulty for College Students to Learn English is That the Vocabulary Reserve is Too Small, the Application Ability of Vocabulary is Weak, the Effectiveness is Poor, and the Actual Use of Vocabulary Needs to Be Strengthened[1]. and Some College Students Think That Their English Level is High, and They Are Not Satisfied with College English Teaching. They Think That College English Teaching Does Not Help Their Personalized Development, the Teaching Program is Difficult to Meet the Needs of Their Professional Development, and the Enthusiasm for College English Classroom Learning is Not High[2]. the Individualized Demand of Students is the Individualized Teaching of College English Teaching. on the Premise of Meeting the Demands of College Students' Development, Sufficient Teaching Content and Knowledge Are the Key Points of College English Teaching, and the Theoretical Teaching of Learning to Use and College English Textbooks Are Also the Key Points of Students' Attention. in College English Teaching, We Pay Too Much Attention to the Teaching of Language Knowledge and Ignore the Application of English Language, Which Makes It Difficult to Arouse

Students' Enthusiasm and Initiative in English Learning[3]. Therefore, Students Only Pay Attention to Learning Theory, Ignore the Practical Cognition of English, and Can't Learn English Application Skills in Line with the Characteristics of the Times and Social Development, Which is Less Helpful to Students' Professional Life.

2.2 Analysis of Curriculum and Social Needs

In general, under the education system of our country, the overall goal of College English teaching is to improve the teaching quality of College English, and it is required to cultivate the comprehensive ability of listening, speaking, reading and writing of college students, and improve the students' ability to use English, which includes the actual language expression in English conversation and the application ability of English language grammar. At the same time, the purpose of English teaching is to cultivate students' professional English level, help students use English as a communication tool, improve their proficiency in using English in their work and life in the future, and meet the needs of the development of the international community for English communication. In addition, improve the initiative of college students to learn English, and promote the excellent development of students' comprehensive cultural quality.

Table 1 Survey of Basic Information of Students

Survey items	A	B	C	D
College entrance examination English scores	0-40	40-60	60-90	90-100
Percentage	20	72	8	0
English learning before entering university	First semester	Second semester	The third semester	The fourth semester
Percentage	16	20	3r	61
English learning time after class every day	Hardly any	Less than 1 hour	1-2 hour	More than 2 hours
Percentage	34	41	18	7
Effect evaluation of personal learning methods	Very nice	Good	Difference	Very poor
Percentage	4	15	53	28

The beginning time of College English Teaching in China is within two years, and it is concentrated in the first and second year of the University. The total time of the course is four semesters[4]. The course time is short, but the task of the course is heavy. If you want to test the students' learning results in a short time, you only have to draw up the English assessment standards in school, judge the students' ability and level of learning English through the examination, and judge whether they can meet the requirements of successful graduation combined with learning credits. In addition, there are two kinds of test standards for College English in our country[5]: CET-4 and CET-6, which are national and unified assessment methods, reflecting the fairness and fairness of the assessment of College Students' English learning level. In order to successfully pass the College English course, get enough English credits and pass the certificate of the English major level examination, college students will be competitive in the future career competition.

With the globalization of economic development, the trend of English as a tool of communication is gradually emerging. The social professionalization of English has gradually entered the ranks of social needs. The stronger the social requirements for the application ability of English, the higher the requirements for college students' English level[6]. The requirements for college students' English comprehensive ability are embodied in solid English basic knowledge and high-intensity English language communication ability. The demand of English professionalization in society is diversified, and specialization and integration are two major social demand directions[7]. This requires college students not only to be proficient in English, but also to cultivate diversified abilities, to be a compound talents of English cultural quality.

Table 2 Survey of Students' Demand for English Learning Satisfaction

Survey items	A	B	C	D	E
English courses can meet your needs	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	3	10	25	45	17
Satisfied with the current teaching methods of Teachers	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	10	26	24	26	14
The professional quality of teachers can meet my requirements	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	58	37	5	0	0
High frequency of use of multimedia and network materials	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	4	8	15	45	28

3. The Analysis of College English Teaching Strategies from the Perspective of Students' English Learning Needs

3.1 Teaching in Combination with Students' Learning Needs

With the implementation of the new curriculum reform, the traditional teaching method has been impacted to a great extent[8]. Therefore, in the process of teaching, College English teachers need to be able to make a reasonable teaching plan based on the specific situation of students. Especially in the selection of teaching materials, it is required to be able to combine the characteristics of students in different learning stages with the actual level of students to determine the key content of teaching. For example, in the process of Freshman English teaching, teachers need to take the students' English basic situation into consideration, pay attention to consolidate the students' English foundation, including English vocabulary and grammar, so as to achieve the improvement of students' English listening, speaking, reading and writing ability[9]. Not only that, teachers can also improve students' enthusiasm in English communication by setting up English corner, allowing students to use their extra-curricular time for English communication, or encouraging students to actively participate in English speech competitions. In addition, teachers should also take the students' problems in the process of learning English into full consideration, make a scientific English teaching plan, so that students' needs for learning English can be met, and correctly guide students to carry out more effective learning. In the past, teachers often adopt the passive teaching method in the process of College English teaching, which is difficult to effectively mobilize students' enthusiasm in classroom learning, and many students are difficult to master the learning rhythm [10]. Therefore, teachers should actively change the previous teaching methods and gradually improve the pertinence of teaching. For example, we can take layered teaching method to implement teaching, divide corresponding levels according to different English levels of students, make corresponding teaching plans according to corresponding levels of students, select corresponding teaching contents, pay attention to improving students' enthusiasm and enthusiasm for English learning, and deepen students' desire for book learning through the combination of in class teaching and extracurricular expansion Hope to improve the efficiency of College English teaching.

3.2 Design Syllabus According to Specific Needs

In the process of College English teaching, teachers need to be able to design the syllabus according to the actual needs of students. Because each student has different needs and progress in specific learning. For example, some students have a solid foundation in English, so they don't need to learn basic English knowledge; while some students have a weak foundation in English, so they need to carry out basic English learning. This shows the differences of students' needs for English learning. Therefore, in the design of College English syllabus, teachers need to combine the specific level of students to divide the corresponding grades, so that students with similar grades can focus on learning, so as to prevent students with low English foundation from giving up English learning

because their confidence has been hit. In addition, teachers also need to take into account the needs of external factors such as the school and society, and correctly realize that the purpose of College English teaching is to enable students to use English fluently for communication and work. Only by basing English teaching on the needs of social development, paying attention to the practicality of teaching, and being able to constantly adjust in combination with social development and change, can we ensure that Students can use English better and improve their English communication ability.

3.3 Improve the Basic English Ability of College Students

At present, a large part of College Students' English learning has a strong purpose and utility, and their attitude is relatively impetuous, which is not conducive to the long-term establishment of a good habit of English learning. First of all, we should make students realize that English learning is long and even boring. It is particularly important to reserve words and lay a solid foundation in the process of English learning. In the whole process of English learning, the important basic task of college students is to improve the reserves of words. At the same time of improving the vocabulary, we should strengthen the practical application ability of English vocabulary. With sufficient vocabulary foundation and application ability, we can make a breakthrough in the study of this language. Secondly, in the process of College English teaching, teachers should play an active role in explaining and discriminating key words, helping students to gain the ability of learning by analogy and drawing inferences from one example, and guiding students to understand and memorize key words in an effective way. Thirdly, there is a time limit for students to memorize words. We can use Ebbinghaus memory curve theory to help students memorize words efficiently. At the same time, in order to deepen the students' impression of vocabulary, give proper examples in teaching, deepen the life of words, and achieve the purpose of learning to use. In addition, through the second classroom activities, we can create a language environment for students to learn English, so that students can enhance their understanding and application of vocabulary in the language environment of English conversation.

3.4 Systematic Innovation of College English Curriculum

The professional needs of English have distinct characteristics of diversity. To cultivate diversified, professional and comprehensive English talents is the social requirement for College English teaching, so college students should also comply with the above requirements. The development trend of professionalization of high-quality English talents puts forward new requirements for College English teaching. In order to meet the new challenges and meet the requirements of the times, we should innovate the construction of College English courses, establish a diversified, multi-standard and multi-level College English teaching course system, and establish different levels of teaching courses according to the different levels of English learning needs of college students. First of all, teachers should fully respect students' individuality, encourage students to learn independently, and combine students' own basic ability and development direction to set up demand matching courses. Secondly, we should enrich the characteristic College English curriculum system, establish a diversified teaching classroom, divide the curriculum into two major courses: basic curriculum and application-oriented curriculum, and provide students with multiple learning courses. Thirdly, we should improve the proportion of the training courses of English language expression ability and practical application ability, optimize the teaching syllabus, set up targeted courses, fully consider the training of English language listening and speaking ability, integrate basic knowledge with extended knowledge, and meet the vocational needs of the society.

3.5 Training High Quality College English Teachers

The reform of English teaching curriculum requires not only the reform of system and system, but also the reform of teachers' team to improve the comprehensive quality of teachers. At present, College English education in our country is still relatively backward, and teachers' teaching guidance role has not been able to play a real role. The reason lies in the limitations of teachers' professional ability. This requires college English teachers to keep pace with the times and innovate teaching mode. The innovation of teaching lies in two ideas. First, the innovation of College

English teaching method changes the way of teaching classroom knowledge. Secondly, the innovation of professional teaching should be fully combined with the social demand for talents. First of all, College English teachers should first realize the importance of teaching innovation, break the traditional teaching thinking and introduce a new concept of English teaching mode. Secondly, we should increase the opportunities of learning and communication among English teachers, focus on cultivating a team of teachers who communicate with foreign countries, learn advanced teaching concepts, strengthen the training of the comprehensive quality of College English teachers, and improve the teaching level and quality of the whole college English teachers by using external factors and internal forces.

4. Conclusion

In a word, in the era of rapid development, the demand of the society for talents is also changing rapidly. In the process of implementing English teaching, teachers should change the traditional education and teaching methods, and conduct teaching based on students' learning needs. That is to say, College English teaching should be based on the double-layer demand theory of students' learning needs and social development needs, combined with the demand theory and students' personalized development, to cultivate college students' Comprehensive English quality ability, and effectively improve their English level. At the same time, we should be able to actively innovate and reform the teaching mode, enrich the teaching resources, optimize the teaching means, and constantly explore in practice to improve the teaching quality of College English courses.

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