

Analysis of the Improvement of College English Teaching Reform on College English Education Quality

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Abstract: With the deepening of curriculum reform and the development demand of the times, English has gradually become a social skill, with more and more attention by colleges and the society. In college English teaching, we should deepen the reform and improve the quality of college English teaching. Based on the improvement of college English teaching reform on college English teaching quality, this paper further explores the interaction in between, hoping to bring some reference to the development of college English teaching.

With the continuous progress of social development, in college English teaching, teachers should consider the actual situation of students, constantly carry out teaching reform and optimization, and formulate effective teaching strategies, so as to gradually improve the quality of English teaching. College English is one of the key courses in student talent cultivation. Teachers should strengthen the form of English curriculum and explore information acquisition and students' learning form, so as to provide direction for English teaching reform.

1. Changing and Improving Teaching Idea

In the process of promoting college English teaching, teachers should change the traditional teaching ideas and teaching concepts in a timely manner. In college English teaching in the new era, teachers should guide students to realize the importance of English learning. At the same time, teachers should adhere to student-oriented teaching principle, breaks through the traditional exam-oriented education, puts the teaching goal of cultivating students' comprehensive English ability in the first place, guides students to actively participate in the classroom, and improves the cultivation of students' various abilities. [1] In this process, teachers should abandon the traditional teaching concept of "achievement first". In modern classroom, teachers should pay more attention to the construction of students' all-round ability and guide students to think constantly.

Taking the teaching of English reading course as an example, this paper provides some references for the transformation of teachers' teaching concepts. The English reading arrangement varies from school to school, but there are related teaching courses, which tend to be modular. Compared with regular English classes, students have less contact in reading. In reading class, teachers can use multimedia courseware to guide students to have a preliminary understanding before formal learning, mobilize students' auditory and visual senses, and deepen students' memory of each knowledge point or key point. In teaching, teachers should make clear the purpose of the course. Teachers should break away from the traditional teaching methods and actively promote students to practice reading and promote the effective improvement of other modules. For example, according to the content of the reading materials, teachers can guide the students to read by roles and further master them in the performance, so as to fully cultivate the students' English application ability.

2. Focusing on Students and Improve Their Learning Interest

College English is a course to directly improve students' English learning. Teachers usually have

to teach English grammar, words, patterns, and other aspects in class. This one-way teaching mode may lead to students' feeling that English learning is very boring. In view of this situation, teachers should start with students' interest and use new teaching methods to improve classroom efficiency. [2] At the same time, teachers should constantly identify with the shining points of students, promote students to identify with English teachers and English classes, and internalize it into students' interest in learning, which is more conducive to teachers' daily teaching.

Take the teaching of English writing as an example. As a key part of English teaching, writing is also a boring subject for many students. English writing integrates knowledge including grammar and words, which is more comprehensive than other parts of English learning. In the process of teaching, teachers should use activities and other forms of teaching. For example, the teacher may lead the students to write simple sentences before guiding them to write the whole article, and then effectively connect the simple sentences to form an advanced sentence pattern. This method can effectively take care of students with weak English foundation, many of whom resist English writing course due to vocabulary and other reasons. Teachers can use multimedia equipment and other teaching means to guide students to learn in entertainment, promote the synchronous development of students at different levels. For example, teachers can use multimedia equipment to lead the students to preview by micro lecture. Short and concise, micro lecture combines animation and video and other elements, which can effectively stimulate students' interest in learning. As a substantive teaching subject, college English requires students to improve themselves through continuous learning, i.e. to continuously improve their learning ability driven by their interests.

3. Improving Class Effectiveness Along With the Development of the Times

With the continuous introduction of information technology into the classroom, college English teaching, with the help of the Internet platform, continues to promote the diversity and flexibility of English teaching. The introduction of modern teaching technology has, to a certain extent, promoted the improvement of classroom effectiveness.[3] In recent years, MOOC and micro lecture have been gradually used in college teaching, effectively integrating teaching resources and teaching materials, and facilitating students to break the space and time limitation. Moreover, it can effectively supplement the classroom content and further broaden the breadth and depth of English courses. The use of micro lecture makes teaching materials more specific and compact. Therefore, teachers should carry out more effective English teaching plans according to the characteristics of micro lecture.

Let's take English audio-visual-oral course teaching as an example. This course focuses on listening and speaking training. In traditional teaching, students are asked to practice oral English with partners, which limits students' development in time and space. Teachers can appropriately introduce MOOC and micro lecture into English teaching to briefly summarize the course content and achieve effective connection between before and after class. MOOCs can help students break the time and space limitation, guide students to study across schools, and form teams freely, which gives full play to the dominant role of students and meets their learning needs. For example, with English movies as the theme, students can make use of the Internet to have English conversations with students from other schools and fully exchange their views and opinions on English movies. In this process, students can timely adjust the language logic, which plays a certain positive role in students' English learning. Teachers can recommend relevant books to students according to the theme to further enhance the online learning effect. At the same time, relevant learning results can be shared through the Internet and online and offline teaching can be effectively combined, which plays a certain role in improving college English teaching results.

4. Focusing on Common Development of Students by Theme Teaching

Every student is the main body of college English teaching and should take an active part in English class. In English teaching, teachers should pay full attention to students with weak foundation, constantly adjust teaching plans or activity courses in time according to their needs and

development direction, take students' development needs into full consideration, and further promote the reform of college English teaching. [4] Theme-based teaching is conducive to the cultivation of students' comprehensive language application ability and the stimulation of their enthusiasm for language learning. Teachers can promote the information exchange between students and teachers according to the internal relations between different topics, and fully internalize the knowledge to become their own language materials.

Take the teaching of English listening as an example. Listening class requires students to have a good foundation and timely transform the words involved in listening. For example, with environment as the theme, teachers can practice divergent thinking on this topic, and ask students with weak foundation to give answers. For example, which words or phrases can be associated with environmental themes? Can you make a sentence? For students with weak foundation, teachers should give full consideration to students' own conditions, start with basic vocabulary or listening, and guide students to find their own learning styles from learning. For example, teachers can convert difficult words in listening materials into synonyms, constantly reduce the difficulty of the materials, and improve the learning confidence of students with weak foundation. Through systematic thematic teaching and training, students can further master the internal relations between different sections, so as to promote the comprehensive improvement of English ability. Thematic teaching is embedded in the classroom, but it is also an inseparable part, which can help students integrate their language comprehension ability and analysis ability in all aspects, promote students to build organic relations among the acquired knowledge, and thus fully demonstrate the essential role of thematic teaching. In theme-based teaching, teachers should fully integrate English knowledge for students, assist students to sort out classroom knowledge, and further enhance the effectiveness of classroom teaching. The direction of the development of the times makes English teaching have a greater space for development. College English teachers should also actively take advantage of this development to conduct more efficient English teaching.

5. Promoting Cooperation through Group Learning

In traditional teaching, group learning is rarely used. Driven by the new curriculum reform, cooperative learning has been gradually applied by English teachers. Compared with the traditional teaching environment, cooperative learning presents a harmonious discussion atmosphere, which is helpful for college students to relieve the learning pressure of specialized courses. To a certain extent, it also requires teachers to be lively and interesting in teaching and construct a learning atmosphere suitable for students' discussion. In this way, the cooperative learning mode is developed to further cultivate students' cooperative communication ability. In a relaxed learning atmosphere, continuous communication with students is more conducive to the English teachers in the following classes.

Taking western literature elective course teaching as an example, due to the lack of understanding of foreign literature, teachers can reasonably group the students in the teaching class for detailed discussion. Taking drama as an example, members of the group can choose to check the meanings of character, tragic art, and renaissance respectively, and organize students to check them separately. Colleges with the proper conditions can also carry out drama performances to further implement the cooperative learning model. Take the drama Hamlet as an example, students can be invited to play Hamlet, Prince Of Denmark, and Ophelia, and further supplement and sublimate them according to their roles. Teachers are audience in the cooperation teaching and be auxiliary for students' learning. They should ensure the continuity and integrity of students' cooperative learning. In the grouping, the teacher should pay attention to whether the grouping is reasonable. Each group should balance to promote the students to gain something within their own ability. Through cooperative teaching in groups, teachers can also promote effective communication between students at different levels and better promote students to gradually improve at their own levels to fully achieve the purpose of cooperative teaching.

6. Conclusion

To sum up, under the background of English reform, the quality of English teaching is constantly improving. At the same time, the importance of college English courses is also increasing. Colleges should continue to reform and optimize English teaching, adjust the teaching structure actively according to the current learning situation, and grasp the situation of students in a timely manner. In addition, colleges should understand students' interest and make full use of modern teaching methods to further promote college English teaching. Various teaching methods have something in common. Teachers should understand the connection and content in time, and promote the reform progress of college English teaching.

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