

Challenges and Countermeasures of Communicative English teaching mode in College English Teaching

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Abstract: In the late 1980s, communicative language teaching method was introduced into China as a new teaching method. After more than 20 years of development, it has become a widely recognized and respected teaching concept in the world. In modern college English teaching, more attention is paid to the improvement of students' English literacy and students' ability to apply English, so communicative English teaching mode should be adopted. Due to cultural differences, even if students understand the meaning of words or sentences, it is difficult to understand the feelings contained in them, and the teaching mode of communicative English in universities just makes up for this shortcoming. Compared with the traditional English teaching model, it can express students' emotions and turn the patterned dialogue exercises into emotional communication, so that students can experience emotional resonance when communicating in English and have a deep understanding of the connotation of English. And the real meaning to be expressed.

1. Introduction

In the late 1980s, communicative language teaching method was introduced into China as a new teaching method. After more than 20 years of development, it has become a widely recognized and respected teaching concept in the world [1]. However, the implementation of communicative language teaching in college English classes is not a simple task. Traditional English teaching mode only teaches students grammar and Chinese meaning corresponding to English words, which leads many students to understand the meaning of English sentences, but it is difficult to realize the emotion expressed in each sentence [2]. English is a subject that students should pay attention to when studying in universities. Students can communicate with each other through English. Therefore, teachers should pay attention to students' English teaching. By using the communicative English teaching model, teachers can solve students' learning problems and help students truly apply English [3]. Communicative English teaching belongs to communicative language teaching method, its main feature is to pay attention to the standardization and appropriateness of language use, and also has requirements for the fluency and accuracy of language use [4]. This nature of communicative language shows that the classroom form of communicative teaching is different from the traditional teaching mode. Communicative language teaching requires good interaction between teachers and students, and the teaching content is completed in the process of communication and interaction. With the continuous reform of the teaching system, it is necessary to strengthen the reform of college English teaching and pay attention to students' practice, communication and application in the process of English learning, so as to truly promote students' development [5].

2. Challenges of Communicative English Teaching Model in College English Teaching

The difference between communicative language teaching method and traditional teaching method is that communicative language teaching regards the communication ability rather than language ability as the main goal of English teaching. The introduction of the communicative language teaching method has provided Chinese scholars and teachers with new teaching ideas, and has produced a wide and far-reaching influence in the Chinese teaching circle. Throughout the history of foreign language teaching, we can see that there are two main lines: one is formalism, the

other is activism. The following table 1 makes a simple comparison between the two. In the long course of history, the two views are sometimes separated and sometimes close, which constitutes the main clue of the evolution of foreign language education thought.

Table 1 Clues to the evolution of foreign language education thoughts

	Formalism	Activism
The goal	Mainly translate and read documents	Focus on cultivating verbal and written expression skills
Content	Language form, structure and grammatical provisions	Focus on practical language skills
Guiding ideology	Rationalism	Naturalism
Method	Mechanical drill, memory, recitation, translation, etc.	Use language directly and focus on activities
School	Grammar translation method, listening and speaking method, cognitive method, etc.	Nineteenth Century Teaching Reform Movement, Direct Method, Communicative Method, etc.

Because there are many differences between the new teaching method and Chinese traditional English teaching method, the implementation of communicative language teaching method is facing great challenges in Chinese college English teaching in the actual teaching process. The lack of application of communicative English teaching model in college English teaching is mainly reflected in several aspects: college students lack awareness of the importance of communicative English. College students lack attention to communicative English, which leads to little interest in learning English. As shown in Figure 1, the sender encodes the information and sends it to the receiver. After receiving the information, the receiver decodes the information and transmits the feedback information to the sender after encoding. This cycle forms a mutual relationship. Influence, continuous communication and feedback process. In fact, in the process of communication, each party participating in the communication is both the sender and the receiver of the information. This is the two-way communication model.

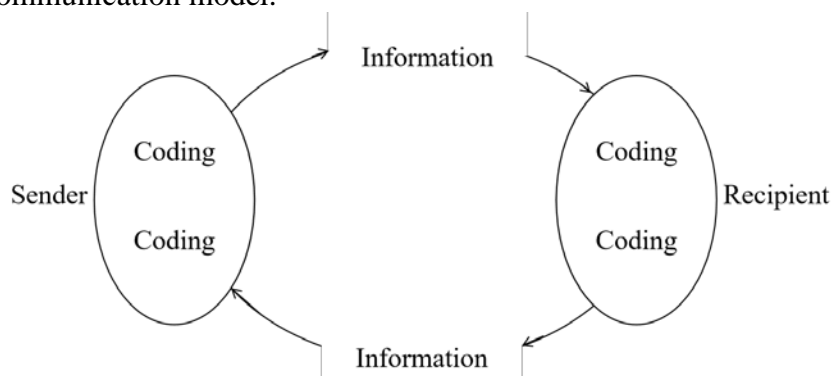


Figure 1 Communication model

The purpose of learning English in some Chinese universities is to achieve good results. This purpose directly affects the students in learning English, feel very boring. Therefore, this situation leads to a part of college students "high test scores, low English expression ability" phenomenon. Students do not adapt to communicative English teaching mode. Due to the cultural differences between China and the west, when teaching English in western culture, teachers will adopt some more flexible and interesting teaching methods. The "cramming" method of Chinese teaching is not suitable for English language teaching, which leads to students' lack of interest. At the same time, teachers can't fully grasp the communicative English teaching mode. They often use the communicative English teaching method at the beginning of the class and become the traditional teaching method at the end of the class. To a certain extent, this change causes students to be confused and unable to keep up with the rhythm of the classroom, thus affecting their interest in

learning.

At present, most communicative English teachers in Chinese universities are foreign teachers. Based on the feedback from students who have taken foreign teachers, the author summarizes the disadvantages of foreign teachers as follows: foreign teachers are not clear about the foreign language level of Chinese students, resulting in the teaching content is too simple Or it is too complicated to meet the teaching objectives specified in the syllabus. Chinese and Western cultures are different. Chinese students are not good at taking the initiative to speak, the effect of cooperation with foreign teachers is not good, the expression of foreign teachers is not euphemistic enough, and the comments on students with poor performance may hurt their self-esteem and lead to students' resistance. The level of foreign teachers is uneven, the education department for foreign teachers in this aspect of policy is not perfect, there are management loopholes.

3. Measures to Improve Communicative English Teaching Mode in College English Teaching

There has always been such a problem in the domestic education system, that is, it pays attention to theoretical teaching and neglects practical teaching. However, in English teaching, the shortcomings of this teaching mode are more serious, because learning English is mainly for communication. But few college graduates can communicate effectively with foreigners in English. The main reason is the serious influence of exam-oriented education. In order to effectively solve this problem, China must strengthen the reform of the education system and eliminate the defects in the education system. English is the most widely used language in the world. There are certain differences in English expression and grammar in different regions or countries. Therefore, teachers should pay attention to this difference in English when communicating in English. Communicative English teaching is better. Teachers in universities should give full play to their subjective initiative and creative thinking to explore solutions. They can try a test mode that combines a variety of test methods, so that the test is not limited to one test paper. The examination content should weaken the examination of grammar and vocabulary, focus on the students' listening and speaking ability, and give bonus to the students' performance in class, such as the number of hands-up speech and active answer to questions, so that students can form a good habit of active thinking and active speech, and finally achieve the purpose of changing the traditional understanding of students through communicative English. Teachers are the leaders and guides in English teaching, which have a serious impact on the quality of teaching. Therefore, teachers should not only have solid theoretical knowledge, but also have good language application ability and some understanding of western culture and education, so that they can use communicative English teaching mode flexibly. Language depends not on a simple and pure classroom environment, but on a complex and changeable social environment. A large number of empirical studies have shown that only in the real language environment, people can choose the language expression correctly, which is conducive to the success of language communication. The teaching characteristics of the communicative method and the traditional method can be compared in Table 2.

Teaching activities should be carried out in the real context as far as possible to promote students to complete their learning tasks in their own language. First of all, teachers should try their best to teach in English and provide the most intuitive English language environment. Secondly, make full use of every classroom interaction activities to carry out language imitation activities and innovation activities in the real scene as far as possible. Thirdly, it emphasizes the appropriateness of language communication and promotes the expression and conversation in line with English language and cultural habits. To learn English, we should not only understand the cultural background of English, but also combine our own actual situation. Chinese cultural characteristics are reflected everywhere in the traditional teaching mode, and the college English teaching mode is developed on the basis of the traditional teaching mode. After absorbing the advantages of the traditional teaching mode, it also makes up for the shortcomings of the traditional teaching mode. It can be said that the college communicative English teaching mode is a brand-new teaching concept that pays attention to both internal culture and foreign culture.

Table 2 Comparison of the teaching characteristics of communicative method and traditional method

	Traditional law	Communicative approach
Teaching principles	<ol style="list-style-type: none"> 1. Language teaching = phonetics + grammar + vocabulary Teaching purpose = language ability = proficiency in pronunciation, grammar and vocabulary Emphasizes the language form to impart basic language knowledge and train basic skills. 2. Emphasis on accuracy, especially if the correctness of the grammar is correct. 3. Mainly teachers. Students' enthusiasm is difficult to play 	<ol style="list-style-type: none"> 1. Language teaching = communication through linguistics Teaching purpose = communicative competence = appropriate use Emphasize language meaning and give students a communicative tool 2. Focus on fluency. As long as it does not affect the communication, the error is not corrected 3. Mainly students. Students' enthusiasm is fully utilized
Teaching content	<ol style="list-style-type: none"> 1. The sentence pattern is the outline, and the language ability is the goal. 2. Compose teaching materials to meet the needs of grammatical sentence patterns. 3. The intake of students is small and refined 4. Less emphasis on differences in language types. 5. Narrow selection surface 	<ol style="list-style-type: none"> 1. The mental function is the outline, and the communicative competence is the purpose. 2. "Real" material 3. Student intake is large and wide 4. Great emphasis on differences in language types 5. The selection of materials is based on the needs of students in future communication
Teaching process	<ol style="list-style-type: none"> The teaching process is the process of learning the language system Sentence pattern exercise, situation exercise, grammar vocabulary explanation + translation methods Consolidate the learned language through practice 	<ol style="list-style-type: none"> The teaching process is the communication process itself The communicative activities are the main ones, and the communicative activities are consistent with the actual needs of the students Complete communicative tasks through language

4. Conclusions

In summary, teachers using the communicative English teaching model can improve college students' English performance. On this basis, through the development of debate competitions and the combination of traditional culture and communicative English teaching mode, it can enhance students' interest in English learning and make students aware of the importance of English. At the same time, by giving good performance scores and a combination of multiple tests, it can cultivate the motivation of students to learn English and develop the thinking of actively learning English. Communicative language teaching can meet the requirements of the teaching reform in China, and at the same time, it also has a good grasp of the law of language teaching and ensures the quality of teaching. Teachers can also try to combine the two methods of communicative language teaching and traditional teaching, which can not only highlight the advantages of communicative teaching method to cultivate students' communicative ability, but also embody the characteristics of traditional teaching method in terms of grammar and language accuracy. In a word, through the comparison between communicative teaching method and traditional teaching method, teachers should have a good grasp of the characteristics of these two teaching methods, analyze specific problems and make unremitting efforts for English teaching in China.

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