

## Research on Strategies for Improving College English Teachers' Teaching Design Ability in Local Universities

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**Abstract:** The improvement of teaching ability of college teachers is an important guarantee for the teaching quality of colleges and universities. Especially in the rapid development of education information today, it requires teachers to make use of modern technology, integrate resources and innovate teaching ability. Therefore, local colleges and universities need to pay attention to the cultivation and improvement of college English teachers' instructional design ability. At present, the teaching ability of college English teachers in some local colleges and universities is generally low, the classroom teaching design is lack, the teaching application ability and the ability to use information technology to integrate the teaching resources are also insufficient. Therefore, how to improve the teaching design ability of teachers and improve the teaching quality is worth discussing.

### 1. Introduction

The main problems of college English teaching in local colleges and universities are teachers' teaching ideas and teaching methods, weak scientific research ability and unreasonable team structure. Although college English teaching reform has been carried out for more than ten years, 211 and 985 colleges and universities have gone through the basic stage of teaching reform and formed a relatively complete college English teaching system with its own characteristics. However, in sharp contrast, the exploration and practice of education reform in local colleges and universities are affected by the weak student foundation, insufficient school financial revenue and expenditure, and few opportunities for training and further study. Although some colleges and universities have made explorations, the effect is not obvious, and most teachers still use the traditional teaching methods in class. In addition, local colleges and universities do not pay enough attention to the scientific research carried out by college English teachers, and the teachers' enthusiasm for scientific research is not high. Even if some teachers are interested in scientific research, their scientific research output is not good due to heavy teaching tasks. In addition to the weak traditional teaching and scientific research, the structure of college English teachers in local colleges and universities is also unreasonable, which is mainly reflected in the structure of professional title, educational background and age. Local university enrollment expansion of college students is the immediate cause of enrollment expansion of college English teachers, no experience, no title more young teachers, the new teacher can come to college English, highly educated, high title of fewer teachers, experienced And studies have been carried out to college English teaching teachers and even fewer, the junction structure is not conducive to college English teaching reform and the corresponding construction team.

### 2. An Overview of Instructional Design Capabilities

#### 2.1 What is Instructional Design Capability

Teaching design ability, the teacher in the classroom, the teaching content to grasp, on the basis of the teaching content, teaching process design, complete the teaching task and so on, to work and ability, can understand for the education department and the post should have ability of teaching, can also be understood as a combination of the classroom teaching for teaching element before ability. And instructional design includes the design of teaching objectives, teaching content,

teaching methods, teaching modes and teaching strategies. In a word, it is the teaching requirements and standards for teachers' profession. If the teacher does not have the teaching design ability, then the teaching quality is bound to be poor, the classroom teaching atmosphere is bound to be not ideal, is not conducive to the learning of students. With the rapid development of education and the continuous improvement of talent standards, the teaching design ability of teachers also needs to be continuously improved. This requires teachers to keep up with the pace of The Times and social development and actively innovate teaching methods and carry out teaching practice reform.

## **2.2 The Importance of Instructional Design**

Instructional design refers to the orderly arrangement of the teaching elements according to the teaching requirements and the characteristics of the teaching objects, so as to determine the appropriate teaching programs and plans. It includes teaching objectives, key and difficult points of teaching, teaching content, steps and time allocation, and considers the learning needs of students and social needs, and finally forms a specific programmed teaching. Instructional design ability is the core content of teaching ability. It means that teachers process the teaching content according to the cognitive characteristics of students and choose the appropriate teaching mode and method, so as to achieve the best teaching effect and corresponding ability. Instructional design should not only consider the relevant teaching content and methods, but also consider how students learn and the interaction between teachers and students, so as to optimize teaching activities. Good curriculum design can attract students' attention, encourage students to actively build knowledge body system, and contribute to the achievement of teaching objectives. It can be summarized as the following points:

### **2.2.1 Instructional Design Provides a Blueprint for Teaching Activities**

The main contents of instructional design include five aspects: clear teaching objectives, selection and design of teaching programs, implementation of teaching programs, development of teaching evaluation and revision of teaching programs. The teaching objective, which provides the main basis and evidence for the classroom teaching and teaching activities, is the main line through the classroom, so that the teaching does not deviate from the core objectives, to a large extent, to avoid the deviation of teaching, go awry. At the same time, the formulation and implementation of the teaching program, the development of the teaching evaluation and the revision of the teaching program are inseparable from the teaching design, which helps the teachers to control and control the overall situation, avoid the phenomenon of loose teaching activities and putting the cart before the cart, and ensure the smooth development of the teaching work and the success of the teaching task.

### **2.2.2 Teaching Resources Can Be Used Effectively and Reasonably**

The ultimate goal of instructional design is to let students learn knowledge, master skills and cultivate quality, so that what they have learned can be used. To achieve this goal, teaching resources need to be fully and efficiently used, and participation and intervention of instructional design are needed. Instructional design cannot be separated from the use of teaching resources. Teaching and learning design stipulates the use of teaching resources and indicates that learning tools and teaching media can cooperate with these teaching tools to carry out precise and accurate teaching, so as to give full play to the real role of these teaching resources and students can really benefit from them. At the same time, the existence of instructional design avoids the easy exchange and change of teaching resources, which is conducive to maintaining the stability of teaching and facilitating the study of the application of teaching resources.

### **2.2.3 Promote the Common Development of Teaching Theory and Teacher Quality**

For a long time, teaching is prone to theoretical research and improvement, long divorced from practice, it is easy to form "armchair", is not conducive to classroom teaching truly standards and innovation, which is harmful but not beneficial for students, easy to fall into the vicious circle of dead reading, reading dead books. Under the new background and new perspective, this teaching

mode needs to be abandoned. The emergence of instructional design and the high requirements and high standards of instructional design ability make teachers wake up to the fact that The Times are changing and the teaching needs are changing, so it is necessary to adjust the teaching route in time, which also makes the teaching mode of theory + practice further become a reality. In this process, teachers need to master the new teaching theory. Teaching design not only promotes the supplement and perfection of teaching theory, but also provides a shortcut and a reasonable road for the cultivation and improvement of teachers' quality and skills, which is conducive to promoting the common development of teaching theory and teachers' quality.

### **3. Analysis on the Current Situation of Teaching Design Ability of College English Teachers in Local Colleges and Universities**

Although the overall development momentum of China's education industry is good, it is still accompanied by teaching defects, deficiencies and loopholes, which need timely attention and attention. For now, college English teaching level and teaching quality in colleges and universities is still uneven, the overall situation is not optimistic, this was related with teachers' teaching design ability is insufficient, some local college English teachers' teaching design ability is worrying, with the local economic, ideological, cultural and other aspects are more intangible connection, also fully shows that the faculty construction in local colleges still didn't get the attention they deserve, no matter what the causes of slow to improve college English teachers' teaching design ability, will be back to intervene and resolve problem source. The problems can be summarized as follows: First, the teaching mode of college English in local colleges and universities is single, and the traditional teaching methods are still used. Mainly because of the traditional teaching idea thorough popular feeling, make some English teachers' thoughts and ideas have not been timely transition, plus do not take the place in college English teaching in colleges and universities, is likely to increase the seriousness of the college English teaching model of a single question, also makes some traditional teaching methods still in use and carry out. Period, some teachers are considered to turn the micro class or class to form of the classroom, but I can't have them and combined with the teaching design, in essence, is still the traditional teaching, greatly waste of teaching resources, also has led to some innovative teaching hand section of float to the surface, not really play its function and effect. Second, the teaching design does not reflect the student-centered teaching purpose. There is no doubt that students are the main body of the class, but there are still some college English teachers who do not pay attention to and pay attention to it. Although the perfect teaching design is made before the class teaching, it is a wishful thinking teaching strategy that does not focus on students, so it cannot play the expected teaching effect. Students in college English classes are generally weak in English foundation and uneven in English proficiency is also a common phenomenon. Although students have certain interest for English study, but learning effect is not ideal, a lot of difficulties in study, also can't be settled in a timely manner and feedback, largely because of the the status quo is inadequate by the English teachers' teaching design and perfect, has not really stand in the perspective of students thinking, the teaching design is not in conformity with the student learning rule, can't meet the needs of the students' language learning. When many English teachers design students' participation in classroom activities, their design is unreasonable or too simple, and they fail to formulate and implement the teaching design according to the actual situation of students, which is bound to produce a counterproductive effect, and it is difficult to realize the teaching purpose and guide students to actively explore knowledge. In addition, some teachers do not have timely feedback on students' learning Condition, reduce the enthusiasm of the students to participate in classroom activities, make the students think and classroom activities become meaningless, unfavorable to the cultivation of students' learning interest and the development of the active learning ability, and ability training for students of language learning is extremely unfavorable. Third, teaching design did not reflect the teaching process, the completeness and smoothness of the student is not thorough and systematic mastery learning content, cannot effectively improve the comprehensive ability of English language, and therefore will not be able to deepen students' impression, it is easy to cause students don't know where is the focus and goals, so

that the students can't understand concept, understand the knowledge, skills, students want to learn English well, the subject also becomes much more difficult. In college English teaching in local colleges and universities, teachers' role as organizers and designers of students' learning has not been fully played, which needs to be paid more attention to and anti-provincial.

#### **4. Strategies for Improving College English Teachers' Instructional Design Ability**

In view of the above problems, local colleges and universities should be timely attention and importance have been attached to English teachers, especially the college English teachers, as a student learning guide, classroom practitioners, should set an example, to add more QiangZiShen construction, make the teaching design capability to keep up with the teaching requirements as soon as possible, from but for college students to create and provide a wide range of opportunity to learn and consolidate knowledge, full use of teaching resources to improve the quality of classroom teaching, to improve students' English language learning. The following are the specific strategies to improve the teaching design ability of college English teachers.

##### **4.1 Make Use of Network Resources to Enrich Teaching Content**

Network resources is rich of classroom teaching, to ensure the teaching quality on the one hand, college English teachers' teaching design ability can be reference for cultivation and promotion of resources, therefore, local college English teaching in colleges and universities should actively use the network resources rich teaching contents, multi-purpose and make good use of, make the teaching more interesting, effective and meaningful. On this basis, the selected resources combined with the teaching material content meet the demand of different levels of learning, highlight the diversity of development, the implementation of diversified teaching, guide students to actively choose according to their own learning situation choose the appropriate English learning goals, put forward the teaching strategy, is conducive to college students in the English classroom to achieve personal growth and development. With previous teaching not, Internet + education curriculum provides students with a wide range of learning resources, learning vision, learning path is widened, make different types of students through active participation in the corresponding class get different results, can generate different feeling, different experiences, to find their own advantages, and then sets up the learning from the letter, conducive to the cultivation of students' autonomous learning ability, strong rely on to get rid of the teacher.

It is worth mentioning that the development premise of students' differences is the biggest feature of Internet + education, which fully follows the teaching principles and fulfills the learning needs of students, and also provides the correct thinking and direction for the teaching design of college English teachers. To be specific, first of all, multi-type and hierarchical learning objectives should be formulated for students to achieve the purpose of teaching students in accordance with their aptitude, so that each student's bright spots and advantages can be explored and cultivated, so that each student can learn from each other and achieve personalized growth. At the same time, students should be given enough freedom and sufficient space for exercise and performance according to their learning ability and corresponding differences. In addition, to help students in the active and flexible selection, combined with the major and future career development, clear their own learning direction, encourage students to study fighting spirit, establish learning faith and confidence. In the learning process, students are encouraged to take the initiative to access to the Internet, to collect rich language learning materials, learn to use a variety of information resources to carry out autonomous learning, open exhibition to explore independently, according to the requirement of the curriculum design, further expand the scope of their language learning, to get rid of the textbooks limitations, make its more comprehensive exercise with the opportunity to learn, to improve the students' language knowledge and comprehensive ability, so as to realize the all-round development of talent. Secondly, according to the teachers' teaching design, and form a scientific evaluation system, the achievements of the students' academic performance and dynamic tracking, from appropriate learning, encourage and guide the learning process so that the students on the basis of the comparison and reference form diversified cognitive experience, so as to deepen the

cognition of their own capabilities and the insufficiency, and objective, calm analysis and reflection, to help the students achieve language skills, language and culture, language knowledge to ascend. And learn to “let go”, to give students enough opportunities to try and explore, so that students in the process of actively finding problems to explore problem-solving skills, and then develop various language literacy.

Finally, the teacher's teaching design should reflect the characteristics of flexibility and changeable, according to the classroom changes to design the corresponding scheme, do not fall into the passive, fixed design mode. Combining the Internet information technology to teaching to provide convenient and efficient environmental characteristics, teachers can in time to meet the need of students' language knowledge overall cognitive development adjustment, update, and connecting with the student to develop personalized, differentiated, to set aside more time to encourage students to learn. Take the initiative to speak their doubts, to help students find the method to solve the problem.

#### **4.2 Improve the Ability of Information Technology and Innovate Teaching Design**

In the information age, college English teachers are required not only to have the ability to operate information technology, but also to consciously and gradually improve the ability to innovate teaching design by using information technology, which is the new standard and new requirement of the education industry for teachers in the new era. In the information age, all kinds of information can spread rapidly, and knowledge is no longer confined to the classroom or the textbook. The change of the way of knowledge presentation also profoundly affects the change of the difficulty of knowledge learning, which is the change brought by modern information technology. In teaching, college English teachers should strengthen the design of key contents and the corresponding visual stimulation, so as to catch the students' sight and their needs and interests. Only in this way can students find the charm of the subject, and then cooperate with teachers to successfully complete the teaching work. The rapid development of information technology and modern educational technology has promoted teachers' teaching methods and students' Learning style has a huge change, a piece of chalk classroom of a book have already in the past, in order to adapt to constantly update of modern education technology, the high level of informationization teaching, teachers' teaching methods and teaching content and other factors, including teaching resources and the interaction between the teachers and students need to reform, and classroom teaching design is the key, is important to grasp. The purpose of teaching design under the background of information technology is to promote the modernization of college English teaching in classroom teaching activities, reflect the characteristics of modern education, and make full use of modern information technology to promote the optimization of teaching process. Therefore, teachers should learn and improve the application ability of modern information technology, innovate teaching design, enrich teaching means, integrate information technology and information resources into teaching, guide students to use various modern information media to build knowledge, improve the cognitive ability of independent learning, cultivate the consciousness of active exploration of knowledge and innovation. Teachers can use a variety of educational technology means to complete the interaction with students, learning evaluation and supervision, so as to improve the teaching ability, complete the teaching content and achieve the teaching objectives.

#### **4.3 Strengthen the Learning and Communication of Instructional Design**

The student is the master of learning, the teacher is the organizer, the planner and the guide of learning activities, which is the objective state of teaching and the most reasonable state. Qualified college English teachers should not only have guidance ability, solid professional knowledge, good scientific research ability, but also have good teaching design ability. In order to transform students from the traditional and passive position of receiving education into the master of learning, teachers first need to constantly change their ideas, reflect on teaching, constantly accept new knowledge, pay attention to teaching innovation, in order to bring the most practical benefits to students. Study on informatization instructional design, teaching teacher need to do study on it, all can use the

opportunity to learn, view the effective teaching design, training, communication, can use the network channel, search and read the related content, may also transfer the line of sight to foreign English teaching, English education, learning at home and abroad experts effective teaching experience, and enriched and transformed into their own experience of teaching design. At the same time, it establishes a teaching information exchange and teaching resource sharing platform for peers to learn and share other teachers' excellent teaching designs and teaching schemes, exchange experiences, learn from each other, and enrich and improve its own informationized teaching design ability. What needs to be made clear is that excellent classroom teaching design usually allows students to quickly enter the role, can stimulate their emotional experience, make them produce the corresponding emotional resonance, which will greatly stimulate students' interest in learning, mobilize their learning enthusiasm, and achieve good teaching results. This is the direction of the struggle of English teachers, English teachers need to make unremitting efforts, and eventually can make progress in teaching design.

#### **4.4 Improve the Teaching Design Ability with the Help of College Training**

It is difficult to improve the teaching design ability effectively and comprehensively in a short time only by relying on the hard work and efforts of college English teachers. When necessary, it is also necessary to rely on the strength of colleges and universities to strengthen the personal construction of teachers. Therefore, local colleges and universities should actively strengthen the construction of teachers and establish a high-quality teacher team. According to the actual situation of our school, we can set up a college English teacher training department with special funds to effectively improve the quality and quality of college English teaching in local colleges and universities. In order to effectively improve the level of teacher's teaching design and teaching ability, local colleges and universities to actively carry out theory training, practical training in the school, and college English teachers' team building and cooperation, professional high-quality teachers selected as a trainer, at least once a week training, make the college English teachers can have a chance to know more about the teaching design, have the opportunity to learn and more personal ascension The teaching design ability. Teachers can also take this opportunity to deepen the communication and interaction with other teachers, learn from each other effective experience, so as to enrich the experience of teaching design, so as to realize the comprehensive and comprehensive improvement of personal teaching design ability.

In addition, colleges and universities can also rely on extensive contacts, invite domestic each college English education experts, outstanding teachers to discussion, lecture, sharing the local colleges and universities of college English teachers and bring new teaching ideas, design thinking, so as to widen the vision, draw on valuable information, in order to speed up its own speed on the teaching design. At the same time, the Internet College English Teaching continued education and training, targeted to improve the comprehensive quality of teachers. In order to make the training more effective, we can fully implement the reward and punishment system, consider the link with performance, and effectively drive all English teachers to actively and actively participate in the training. It is worth mentioning that English teachers' personal learning attitude is of great importance. After the training is completed, all they have learned can be reflected in the teaching design, so as to realize exploration and improvement in practice. In this way, the teaching design ability can be significantly improved, and the effectiveness of college English teaching can be achieved.

#### **5. Conclusion:**

To sum up, education in the era of development, in turn, under the new period of rapid development of modern education technology and the popularity of the Internet, make the college English teaching and teacher education concept, teaching thought, teaching, and profound changes have taken place in comprehensive ability of teachers' ability of the information-based teaching helps to optimize the teaching design, which is in favor of the integration of network resources and use, has a positive effect on students' learning. The integration of new technology and instructional

design is reflected in every teaching element, which requires teachers to have a high cognitive level in the fields of pedagogy, psychology, computer, etc., and actively create diversified learning environments and teaching models for teaching and learning, so as to guide students to actively explore and meet personalized learning needs. Under the information teaching mode and background, the teaching design of college English course schedule should consider how to stimulate students' independent and cooperative learning consciousness, strengthen reflective learning, and improve learning efficiency.

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