

On the Defects of College English Course Selection under the Background of Course Selection System

--A case study of Kunming University

Cai Yun , Pan Xiong, Pan Xiong

Kunming University Foreign Languages Institute, Kunming, Yunnan, 650214, China

Keywords: College english, Course selection system, Defects, Kunming university

Abstract: The gradual implementation of College English course selection system is an inevitable trend of college curriculum reform based on the credit system, but in the process of implementation, along with its positive effect, its negative effect is also very prominent and can not be ignored. The purpose of this paper is to make the course selection system more scientific and reasonable by analyzing some defects in the current college English course selection system of Kunming University.

1. Introduction

1.1 Background

In college education, for a long time, College English course has been regarded as a public general education course. Its nature is to further improve students' English comprehensive quality, and shoulder the responsibility of CET4, CET6 and postgraduate English. It has the characteristics of short class hours and heavy tasks. The College English course selection system of Kunming University starts from the entrance stage of the freshmen of grade 2019. The emergence of the course selection system is not only the inevitable trend of the College English curriculum reform based on the credit system, but also a new challenge to the full-time foreign language teachers. However, this kind of course selection system at the beginning of the pilot reform is not perfect, and it is also controversial among full-time teachers and students. At the time of writing, the College English course selection system is still in constant adjustment, running in and improvement.

1.2 Biological Rhythm

Biological rhythm is an invisible inherent rhythm of biological life activities, which is one of the basic characteristics of life given by the evolution of nature. The activities of human and all organisms will be controlled and affected by biological rhythm [1]. For example, the different physical, mental and emotional states in people's daily work, life and study are regulated and controlled by the body's own biological rhythm, and the cycle of biological rhythm state will appear three kinds of alternating rolling performance. They are the climax period (the physical strength, intelligence and emotion of biological individuals during this period are: full of physical strength, relaxed and optimistic, flexible mind, firm will, strong memory, good at accepting). The period of emergence and maintenance is about 7:00 to 11:00 in the morning; the critical point (the physical strength, intelligence and emotion of biological individuals during this period are: extremely easy to fatigue, decreased attention, poor judgment, emotional instability, irritability, decreased acceptance) appears and maintains around 11:00 to 16:00 in the afternoon; the low tide period (the physical strength, intelligence and emotion of biological individuals during this period are: lack of ability, slow thinking, weak memory, low mood, depression, refusal to accept) occurs and maintains around 16:00 p.m. to 21:00 p.m., and the above three biological rhythms are expressed in the exclusion of medication and a very small number of special groups. Usually, individuals start the dormancy mode of circadian rhythm from around 21 o'clock, and gradually enter a new cycle.

2. Initial Impression on Defects of College English Course Selection System

2.1 The Biological Rhythm of Teaching Activities is Disturbed

From the 19th grade to the 20th grade, about one third of the College English course selection period appears in the low tide period. Because of the author is not involved in this time node. Therefore, through personal participation and on-site observation, discussing and communicating with some teachers and students. On the one hand, I want to know more about the specific situation of College English teaching at this time node; On the other hand, it also makes some preparations for the preparation and teaching work in the future. It detailed records of the time node of College English courses.

2.2 The Situation of Students

First of all, there is a mixed choice between public courses and professional courses. During the low tide period, most of the students are in the conflict between professional courses and College English courses in the daytime. They have to participate in the study of College English courses in the evening; otherwise they will miss the learning opportunity of the course and lose their credits. Therefore, in this period, most of the students' energy and physical strength, thinking activity, attitude and emotion are depressed, most students choose to play their smart phones during the whole class, the initiative to participate in the classroom is poor, the discipline is loose, and truancy occurs from time to time.

Secondly, through the communication with students, we know that students are more willing to use this period of time to participate in other activities, not to take part in language courses, but more want to carry out some soothing exercise to alleviate the fatigue accumulated in class during the day; or choose to get together with friends, classmates and roommates to chat about the interesting anecdotes in life and study then to get adjustment and relaxation; or taking some optional courses that can through hands and brain to enhance interest and counteract fatigue.

Finally, there is a problem reflected by many students, that is, the learning content in the low tide period stays in the memory for a very short time, in other words, the four stages of learners' memory, including memorization, maintenance, recurring and recall, are interrupted due to the irregular biological rhythm, so that they have to spend a lot of time reviewing before the exam [2].

2.3 The Situation of Teachers

First of all, due to the reason of course selection, there is a vacancy in the climax period of some teachers' course selection period, that is, there is no class in the period when teachers are most energetic while with the arrival of the critical point and the low tide period, the courses are constantly increasing. Along with the physical strength, memory and judgment of the teachers entering the decline channel, there will be more deviations, mistakes and omissions appear in class.

Secondly, compared with the number of students in the high tide and the critical point period, there are larger classes in the low tide period (about 200 students in each class). In the face of the huge number of students, the teaching efficiency of teachers will be greatly reduced, and the time and energy spent on checking the number of students, maintaining discipline, correcting homework, registering scores, etc. The time and energy spent will far more exceed than normal teaching. The classroom organization of language teaching is often messy and disordered.

Finally, in the after-school communication with teachers, the biggest enemy that teachers need to deal with in the low tide period is the problem of "inability" caused by the disruption of their own biological rhythm. Some teachers in this period have even begun to doubt their own professional ability and level, and think that their ability to control the classroom is in a declining state. After class, teachers are already "physically and mentally exhausted", but their sense of achievement and identity is very low. In fact, this is a real reflection to the sub-health state of emotional anxiety and physical - mental fatigue caused by the teachers' long-term tiredness in dealing with the "The spirit is willing but the flesh is weak" teaching mode [3].

2.4 The Coherence of Teaching and Learning is Disturbed

The preparation for language teaching is not an overnight process. Its key point is to highlight the coherence of the course. It is necessary to comprehensively consider the width of the teaching content, the problems in the middle of learning and the aspects that need to be strengthened at the end of learning make a reasonable arrangement in terms of depth and continuity [4]. However, under the course selection system, the author believes that teachers' teaching is not coherent. After each semester, both teachers and students

need to face a process of teaching interruption or re-adaptation. Facing the new “faces”; First of all, teachers have to reconsider the basis of “freshmen” in learning English. Only in this way can teachers make correct judgments and choose appropriate teaching methods, progress and content. Secondly, teachers must also consider whether the classroom requirements, classroom exercises and homework materials that previously arranged for the “previous students” should do “twice-cooked pork” for the “current students”, and whether the classroom time is allowed to be repeated again, otherwise the “new students” will not be able to adapt or even lack behind. Thirdly, due to the disordered rotation of students, one of the major obstacles is that it is unable to prepare teaching materials in advance, form accurate teaching plans and organize specific implementation means. Similarly, in the face of new teachers, many students are forced to follow the current “new teacher” .For them, the previously established learning habits and methods will be overturned or abandoned because of course selection, and they need to spend time and energy to adapt to the new requirements and teaching mode. From the above, we can see that the course selection system has also broken learners' learning coherence and layering, it is definitely a non virtuous cycle. Generally speaking, the defect of course selection system artificially separates the coherence and layering of a course. After each turn of course selection, both teachers and students have to spend more time and energy on running in and adapting to each other, which interferes with the normal launch of a course.

2.5 The Best Mode of Language Teaching Has Been Broken

Based on the experience of language teachers, small class system is absolutely the best choice for language teaching. Language teaching under small class system can make students' attention highly concentrated, classroom interactions become full and diversified, the practice efficient enhanced, and the feedback can take good care of each student's learning characteristics. More importantly, teachers can be encouraged to change the unchanging teaching form into a flexible way of learning, which is one of the most beneficial classroom organization forms for teaching and learning. According to the traditional teaching organization mode, the “big pot” type of multi person large class teaching mode under the “teacher speaking, student listening” indoctrination teaching can effectively save the investment of school running cost, but the effectiveness and benefits of classroom teaching are not satisfactory [5]. Since the implementation of the course selection system in 2019, the number of people in class A is usually around 200; Class B and class C usually has about 60 people. Such a large scale of teaching class not only brings difficulties to the daily teaching management of teachers, but also the interaction between teachers and students in the classroom and the personalized teaching of students have become aspects that teachers have no time to take into account, Then “dumb English” and “sleepy classroom” will be the main atmosphere covering the whole classroom, and the efficiency of classroom teaching will be conceivable [6]. Compared with the best small class system, if the class size is too bloated, teachers' energy will inevitably be scattered outside the classroom teaching, so that fully mobilize students' learning enthusiasm, stimulate students' active desire to explore, and provide personalized teaching under conventional teaching resources become blind spots in the teaching process.

3. It is an Inevitable Trend to Improve the Scientificity of Course Selection System

3.1 Rationalization of Curriculum Arrangement

English course is an indispensable part of higher education, which is also influenced and restricted by biological rhythm. Therefore, language courses also need scientific and reasonable arrangement, in order to play its role efficiently and reasonably. On the one hand, the arrangement of a course should fully consider the important characteristic of human biological rhythm. What period of time is the most sober and suitable for the study of cultural courses, what period of time is the body tired and needs appropriate exercise, and what period of time is the combination of hands and brain can play the role of regulation and relaxation. These are all factors that need to be considered in arranging courses under the premise of science. On the other hand, the most ideal organizational form of language teaching is to teach in small classes. The concept of small class

teaching originated from the developed countries in Europe and America. It has been decades of education exploration and practical experience. In the trend of education reform in China in the 21st century, it is also mentioned that the organizational form of teaching is changing from large class teaching of mass production to small class teaching or individual teaching of adapting to the full development of personality. Small class teaching has many advantages, such as enriching the form of classroom organization, mobilizing learners' initiative, enhancing positive interpersonal interaction, paying attention to students' individual differences, changing teachers' teaching behavior, and improving teaching efficiency.

3.2 Increase Investment in Education Reasonably

Education investment is not only a strategic investment, but also the material basis for the development of Education [7]. According to the needs of teaching, reasonably increasing the investment in education can not only create a good teaching environment for the campus, but also make students better enjoy all kinds of educational resources, promote the fairness of education, and make everyone have a good atmosphere for success. And it is also the necessary premise to realize the transformation from “large class mass production” to “adapting to the full development of personality” small class teaching system. The input and output of education are in a positive proportion. The more resources a teaching oriented school invests in hardware facilities, teaching resources and teachers, the more signals can be released. Schools pay attention to the improvement of the overall teaching quality and encourage teachers to make efficient use of teaching resources, so as to fundamentally encourage front-line teachers to teach well. In order to cultivate the comprehensive development of high-quality talents and effectively improve the quality of teaching. Generally speaking, the beneficiaries of education investment are not only schools, but also teachers, but also students' future.

3.3 The Intervention of Formative Assessment

Formative assessment focuses on the process monitoring of the specific learning process, learning performance and learning attitude of teaching objects. With the implementation of the course selection system, the rotation frequency of teachers among different students will be more frequent. In the face of unfamiliar teaching objects every semester, teachers want to accurately and quickly understand the basic situation of teaching objects, reduce the time wasted in running in and adapting to each other, and can more accurately give appropriate academic evaluation to teaching objects. If only the final evaluation is used, it will inevitably be unfair. The intervention of formative assessment can make teachers more scientific and reasonable monitor the learning dynamics of teaching objects, and also urge teaching objects to face their academic problems seriously and responsibly. The author suggests that the proportion of formative assessment in students' academic performance evaluation should be highlighted in the case of course selection system, and the results of summative assessment should be slightly combined. In addition, it is suggested that the school should decentralize the authority appropriately, so that the teachers can have the right to speak in the final evaluation of students' academic performance, which can better mobilize the teaching objects to put more energy into the usual learning process, and finally form a clear-cut academic performance evaluation method that can reflect their own ability.

4. Conclusion

To sum up, the emergence of the elective system is not only a new thing, but also mixed with inherent defects. The above aspects discussed in this paper are only the tip of the iceberg about the course selection system. I believe that there will be more colleagues under the course selection system in the future to see more shortcomings and put forward more scientific and reasonable suggestions. The author believes that there is still a lot of room for exploration in the following aspects: how to streamline administration and decentralize power in teaching, how to improve teachers' adaptability to the course selection system, how to evaluate the academic performance of teaching objects under the course selection system, and how to effectively organize and manage the

class under the course selection system. Finally, whether the course selection system will eventually become a backwater or a clear stream still needs further scientific planning and accurate implementation of the school management, and also cannot do without the strong support and practical exploration of teachers and students, so as to make the course selection system more scientific and meaningful.

References

- [1] Wang Hongyu. Study on the relationship between biological rhythm and language rhythm [D]. Heilongjiang University, 2010
- [2] Li Zhengping. Memory: a catalyst for English learning [J]. English Pictorial (Advanced Edition) 2019, (36)
- [3] San Hongguang, Guo Jiping. Analysis on the causes and Countermeasures of sub-health of university teachers [J]. Education and Teaching Forum. 2010, (12)
- [4] Liu Shuying. Research on College English teaching method [M]. National Defense Industry Press, 2006
- [5] Li Lingjing, Liu Jingzhen, Teng Weiwei. Teaching management and research of small class teaching mode of College English[J]. Research and practice of innovation and entrepreneurship theory [J]. 2019,2 (05)
- [6] Song Zhuoya. Analysis of the advantages and challenges of small class teaching of College English [J]. Science and education Wenhui (first ten issues). 2019, (01)
- [7] Huang Lin, Juan Zi. Financial investment: a rigid indicator of priority development of Education -- Interpretation of the opinions of the State Council on further increasing financial investment in Education [J]. Western China, 2011