

On College English Teaching in the New Era

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Abstract: How to innovate college English teaching in the new era is a topic of particular concern to teachers. Nowadays, college English teachers are facing the pressure of teaching reform. They need to fully reflect the characteristics of college English reform and explore a new teaching mode based on the situation of the university and the nation. This paper mainly analyzes the related issues on how to reform college English teaching in the new era, as follows.

1. Introduction

The main goal of college English teaching is to cultivate students' listening and speaking ability and make them be able to apply and communicate flexibly in future work. In the new era, college English teaching is faced with some problems, such as the backwardness of teachers' teaching concepts and the singleness of teaching mode, which hinder the realization of college English teaching objectives. Based on this, it is necessary for college English teachers to fully realize the characteristics of the new education era and actively explore a new college English teaching mode.

2. Teach Students in Accordance with Their Aptitude and Improve the Curriculum in Hierarchical Teaching

2.1 Enhance Students' English Learning Initiative by Hierarchical Teaching

In the new era, college English teaching is implemented in a hierarchical teaching mode. Teachers can divide students into different levels according to their college entrance examination scores. For example, the students with higher scores are at the excellent starting point, while the students with medium scores are at the good starting points, and the students with poor scores are at the general starting points, which are respectively assigned to three levels, namely, A, B and C. According to the students' English learning ability and the principle of teaching students in accordance with their aptitude, teachers can implement the task of English hierarchical teaching. In hierarchical teaching, teachers can flexibly use the competitive mechanism to conduct an examination at intervals, and flexibly adjust students whose scores have changed greatly to corresponding levels. This teaching mode can promote students to set higher learning objectives and significantly enhance students' English learning initiative [1].

2.2 Reasonably Formulate Credit and Class Hours to Optimize Curriculum Setting

There are obvious differences in English learning ability among students at level A, level B and level C. A-level students have a solid language foundation. For these students, teachers should focus on cultivating their English learning methods, language application skills and cross-cultural communication awareness, that is, focusing on cultivating A-level students' English application ability. Colleges can require that the total credits of A-level students in the basic stage should be set as 8 credits, and it takes one year to complete the 8 credits. In addition, colleges should focus on guiding students to the direction of specialization. For example, for students majoring in economy and trade, intermediate / advanced interpretation courses can be offered in the third semester, which

are conducive to improving students' application ability. In the fourth semester, students can be offered elective courses, such as advanced interpretation course, British and American culture course, British and American literary works appreciation course, cross-cultural communication course, newspaper English course and English film appreciation course. The setting of elective courses can further improve students' English application ability and promote students to have certain international communication ability. Colleges can require that the total credits of B-level students in the basic stage should be set as 12 credits, and it takes three semesters to complete the 12 credits. It is not until the fourth semester that corresponding elective courses are offered to guide students to develop towards specialization, such as business English course, British culture course, intermediate / advanced interpretation course, English watching, listening & speaking course, English writing course, etc. For B-level students, it is mainly to train their language ability, especially listening and speaking ability, under the premise of strengthening their basic language skills. In hierarchical teaching, students at level B should also have a certain ability of foreign language communication. Colleges can require that the total credits of level C students in the basic stage should be set as 16 credits, and it takes four semesters to complete the 16 credits. It is not until the fifth semester that the corresponding elective courses are opened. The students at this level should be focused on enhancing their basic language skills and further improving their autonomous learning ability, so that they can continuously improve themselves, improve their English learning level and have the courage to cope with the fierce market competition.

2.3 Implement Target Oriented Training by Modular Teaching

The implementation of modular teaching in college English can further clarify the teaching objectives, and organically link up the various modules, which can improve the teaching efficiency. The first module teaching focuses on general English teaching. Students who have just entered universities have poor listening, speaking, reading and writing abilities. In the module teaching, teachers should take the advantages of traditional teaching mode and actively add new elements to the traditional teaching mode. The objective of the first module teaching target can be solid foundation and steady improvement. Colleges can reasonably arrange teaching tasks according to the different learning starting points of A, B and C levels. For example, the most basic requirement of C-level students is to pass CET-4 smoothly, while students of B-level and C-level should pass CET-4 and CET-6. The second module teaching focuses on language application teaching, and the main teaching goal is to raise students' humanistic quality and enhance students' practical ability. Teachers should pay attention to guiding students to develop in the professional direction and gradually enhance their humanistic quality on the basis of learning English language courses. In the second module teaching, business English course, English watching, listening & speaking course and intermediate / advanced interpretation course can be offered. Students can choose courses according to their hobbies in the module. In the third module teaching, teachers can combine students' autonomous learning with modern network teaching, and build up an English learning platform for students by modern network technology, so as to meet the requirements of students' personalized learning. The module teaching needs to be used in the campus network to ensure the effect of students' autonomous learning under the reasonable allocation of network resources.

3. Innovate Teaching Methods to Activate Students' Thinking Consciousness

Innovating teaching methods and activating students' thinking consciousness are also the key contents of college English teaching reform in the new era. In a college English writing class, the teacher divided 30 students from different countries and regions into five groups and carried out the English writing task in group teaching mode. At the beginning of the class, the teacher played students' favorite movie clip. After watching it, students expressed their opinions, and then led out the theme of the film. During this period, the teacher should encourage the students to speculate boldly and discuss warmly, and then comment on students' performance of the class. Finally, the teacher assigned homework. First, watch the film in groups. Second, collect information from the

Internet, make comments on the film in written language, and show to other students in groups in the form of PPT. Students in other groups can add more. In the above teaching case, each teaching link is closely linked, and students can communicate within the group to activate their own thinking consciousness. It is obviously an innovative teaching method to combine reading, writing, listening and speaking with modern teaching equipment. From the above teaching case, we can draw the enlightenment that in the new era, the teaching object is constantly changing. Teachers need to actively accept new teaching ideas and teaching methods, and constantly explore new teaching modes. Especially in language class teaching, teachers need to pay attention to the communication with students in mind, actively transform the original “memory” class into “thinking” class, encourage students to express their ideas boldly, and improve the effectiveness of English teaching by activating thinking [3-4].

4. Focus on Cultural Literacy and Improve Students’ English Communicative Ability

Language is produced in a certain social background, and social activities can’t be separated from language. In college English teaching, teachers should focus on cultivating students’ cultural literacy and improving their English communicative ability. For example, in order to promote students to further understand the differences between Chinese and Western cultures, cultural English elective courses can be set up to gradually enhance students’ awareness of cross-cultural communication, which has become particularly important in the context of closer international exchanges in the new era [5].

5. Optimize Teaching Environment and Construct Various Classes

As a very important part of language courses, English learning is inseparable from the corresponding language environment, which determines the effect of English learning. Therefore, in college English teaching, colleges need to focus on the original teaching environment, constantly optimize the teaching environment, and build a variety of classes for students. Reforming college English teaching and optimizing teaching environment can be considered from four aspects. The first is to guide college students to cultivate a habit of morning reading, which is a beautiful scenery in the university. Morning reading can create a learning environment for students, which is of great significance for the construction of school spirit and study style. Language courses have their own particularity and reading aloud is an indispensable method for learning language courses. Students can improve their learning efficiency by immersing themselves in reading aloud. Second, English corner should be set up under the organization of Chinese and foreign teachers, and the activities of English corner should be purposeful. Students can practice oral English in English corner because it creates an environment for their oral practice. The third is to organize English speech competitions, which can provide students with opportunities to show themselves and make them realize their own shortcomings in the process of participating in the activities. The fourth is to carry out a variety of interactive language training with the help of modern teaching equipment, such as human-computer dialogue exercises, teacher-student dialogue exercises, etc. The above diversified classes can further improve the quality of college English teaching [6-7].

6. Conclusion

To sum up, college English in the new era needs to be adjusted and innovated accordingly. Only by actively innovating college English teaching concept and teaching mode can we improve the quality of talents trained by colleges and universities, promote college students to meet the needs of social development in the new era, and improve the competitiveness of college students in the society. The above is the analysis of college English teaching reform in the new era, hoping to further improve the quality of college English teaching.

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