

Study on the Effectiveness of Answering Questions about College English Tutoring under the Condition of Joint Classes

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Abstract: Public universities generally only pay attention to the theoretical knowledge of students, while ordinary private colleges pay attention to students' ability cultivation while paying attention to students' theoretical knowledge. The difference in training objectives determines that private colleges and universities cannot follow the teaching methods and management methods of traditional public schools. This paper explores the ways and means of counseling and answering questions in private colleges from the perspective of college English teaching, in order to improve students' self-learning ability.

1. Practical Problems in College English Teaching under the Conditions of Joint Classes

Joint classes teaching, as the name suggests, is the combination of traditional natural classes into a large class for teaching. This mode has alleviated a series of problems caused by shortage of teachers and slow equipment renewal. However, in the actual teaching process, the joint classes teaching has brought many practical problems to college English teaching.

First, individual differences in students are easily overlooked. Teaching should vary from person to person, and each student has certain differences in learning motivation, learning attitude, interest in learning, and the foundation of their own English. Under the conditions of large classes, due to the large number of students, it is difficult for teachers to take into account the differences between students' learning foundations and learning conditions. They often struggle with the teaching tasks and it is difficult to analyze the actual situation of each student and guide them.

Secondly, there is a lack of teacher-student interaction and less language practice for students. College English is a very practical course, and under the mode of joint teaching, it is difficult for students to get the opportunity of language practice. In the case of a large number of people, the interaction time in college English classes is often limited to students with better English proficiency and more active personality, while students with poor foundation or introverted personality lack opportunities for exercise and can only be passive by listening teacher's lecture. In the long run, the learning initiative and enthusiasm of these students will be greatly affected.

Finally, the assessment of teaching is more difficult. Because the class size is too large after the class, the college English teachers generally teach more classes and have a large class time, so it is difficult for teachers to make timely feedback on the learning situation of each classmate. Taking the correction work as an example, college English teachers often need to correct two hundred or more assignments after the class, so that it is difficult for teachers to have time to get more feedback from the students' homework.

2. The Importance and Necessity of Counseling and Answering Questions in College English Teaching under the Condition of Joint Classes

For the above-mentioned problems, college English teachers should comprehensively consider the actual situation of students according to the characteristics of the curriculum, and vigorously develop the second classroom to make up for the deficiencies in the classroom teaching, and the counseling and answering questions is an important part of the second classroom. In the classroom,

teachers should try to balance most students. Some students with better learning foundations may be eager to learn more. They need to master more information in the classroom. Some students with poor foundations may learn harder, that is, I can't understand what the teacher is saying in class. In this case, counseling and answering questions become especially important.

2.1 Counseling and Answering Questions is an Important Means to Check for Drawback and Make up for Various Deficiencies in the Classroom Teaching Process.

We know that teachers preparing lessons and teaching are a process from organization to implementation. ^[1]The various assumptions that teachers make during class preparation may be difficult to implement in the classroom due to various objective situations. When it comes to reflection after class, teachers may feel that there is no place to talk about it. At this time, counseling and answering questions can play a very good role.

2.2 Counseling and Answering Questions is an Effective Means to Improve Individual Teaching Differences and Improve Teaching Effectiveness.

In a large class, there are differences between students and students, and even between a natural class and another nature class. In the classroom, teachers should try to balance the middle-level students, so the higher-level students and the weaker students need to rely on counseling to answer this question. For students with higher levels, teachers can take more difficult assignments or introduce counseling books suitable for them to help students who are eager for more knowledge in these classes. For students with weaker foundations, teachers should be enthusiastic. Go to them and help them solve problems that are not understood in class. ^[2]

2.3 Counseling and Answering Questions is an Effective Means to Check the Teaching Effect and Obtain Teaching Feedback in Time.

In the counseling and answering questions, the teacher-student relationship will closer to the class, the students are more likely to let go, and they can boldly ask questions and figure out the problems that are not understood in the class. Teachers can more clearly understand the students' understanding and mastery of the content of the class, timely test the teaching effect, and also listen to some opinions or suggestions of the students on the classroom teaching, and make effective adjustments. ^[3]

2.4 Ways of Counseling and Answering Questions.

Under the conditions of large classes, ensuring the efficiency and quality of counseling and answering questions is a certain challenge for teachers: there are many classes in the class, and the number and quality of Q&A are not well controlled. In particular, the teacher's record of the degree of completion of the students is a Challenges; students have a large base span, and the explanation of difficult problems needs to be carefully screened. ^[3]

2.5 Traditional Counseling and Answering Methods: Face-to-Face Q & A.

Non-teaching time counseling. The student and the teacher negotiate and determine the time and place of the question and answer, and individually answer the questions raised by the individual students. This method is convenient and flexible. Students and teachers can communicate and communicate with each other. The Q&A effect is good, which is helpful for teachers to understand student problems and achieve targeted goals. ^[4] However, this type of counseling and answering questions, the teacher's workload is large, and the work efficiency is not high. When there are many students' problems, some students' questions cannot be answered in time; some students are more introverted and do not dare to ask questions in the teacher; or some questions have been repeatedly asked.

Counseling before class. Before teaching a new class, the teacher can use the comments, questions, and homework feedback to the students to have commonalities, repeated questions, and use the minutes before the class to focus on and emphasize. This method is mostly used for the end of each unit and the beginning of the new unit. The time is not too long and cannot affect the

teaching of the new course.

Counseling and answering questions at any time. If the teacher implements the “work in their office during office time system”, then students can go to the teacher's office to ask questions at work time. Of course, you can also use the phone to communicate.^[5]

2.6 Using Modern Online Education Technology to Answer Questions.

The development of network information technology has made it possible to answer questions online. Compared with the traditional way of answering questions, the network Q & A has great advantages: location, time is not limited, relatively free; interaction is wider and wider, and students' participation is higher. Therefore, in actual operation, students use the network to communicate with teachers.^[6]

When students encounter learning difficulties, they can ask the teacher through the network for help. Or they can consult the teacher by sending a message to the teacher and sending an e-mail. Of course, they can also discuss and exchange in the class discussion group, discussion group and QQ group. Respectively correcting mistakes, so that not only most of the learning problems can be solved, but also the enthusiasm of students to learn independently, and the learning habits of students helping each other can be cultivated.^[7] For students who have difficulty in drawing conclusions after discussion, teachers can be explained as key classrooms. The teacher collects and summarizes these questions and discussions on the network, and timely adjusts the teaching content and progress through the feedback information. It can also use the network to realize the statistics of the teacher's Q&A statistics, the student's difficult problem statistics, and the Q&A log. teacher and student.^[8]

Some students have raised some complicated questions. They cannot be explained clearly by simple sentences. Such problems can be combined with traditional methods of answering questions, and the effect will be better.

3. Monitoring and Management in Counseling and Answering Questions

In order to ensure the quality and efficiency of the Q&A, it is very important and necessary to monitor and manage the Q&A teaching. It is mainly divided into two levels: first, the teacher monitors and manages the learning efficiency and effect of the students' questions; secondly, the school monitors and manages the teachers' Q&A teaching.^[9]

Counseling and answering questions is a continuation of classroom teaching and a key part of teaching. Therefore, teachers' control over the quality of counseling and answering teaching work is directly related to the quality and efficiency of students' classroom learning and independent learning.^[10] First of all, the teacher should strictly manage the counseling and answering questions, the attendance of the class, the state of self-learning in the classroom, and the interaction with the teacher can be recorded as the classroom performance of the Q&A class. Second, the teacher should also make full use of the "counseling". Answer the question." The teacher can formulate a unified and standardized counseling and answering questions blotter, and write the problems encountered by the students in the learning process on the counseling and answering questions blotter. Teachers should regularly check, grade, and retain each student's counseling and answer questions.

The school must first pay enough attention to the work of counseling and answering questions, and must do a good job in management, assistance and service. Schools should assist teachers in building online test questions and test systems, one to help teachers, and the other to provide students with a platform for independent learning. In addition, the school is also the manager and monitor of the teacher's counseling and answering teaching work. The counseling and answering questions and the correction of the coursework should be one of the important basis for the year-end or final-term assessment teacher.^[11]

4. Conclusion

College English courses play an important role in public courses in higher education institutions,

and are generally valued by schools and students. However, compared with the junior high school English course, its relative status has declined. Generally speaking, the school unilaterally pursues the pass rate of the students' English Band four, and the students pursue the scores utilitarianly, ignoring the learning effects, learning skills and methods. Because of this, the counseling and answering session is an important part of teaching and learning, but it has not attracted enough attention from teachers and students. The teaching objectives of the three colleges are: focus on the theoretical knowledge of students and the ability of students. Therefore, the school's academic departments and teachers should devote themselves to researching the methods and effects of counseling and answering questions, helping students to answer questions, and instructing students to question themselves, thinking about ways and ideas for solving problems, and ultimately improving their ability to learn independently. The foundation of lifelong learning.

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