College English Teaching from the Perspective of English Learning Needs

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Abstract: College English learning belongs to the category of higher education, and its learning content has got rid of the simple teaching scope of listening, speaking, reading and writing. With the deepening of College English teaching reform, the traditional evaluation system has been reformed. It is urgent to establish a new teaching evaluation system to meet the needs of the times. In the process of English learning, the determination of learning form needs to be constructed on the actual needs of students, and the whole needs analysis needs to cover the target needs and learning needs. Only students believe that learning is meaningful and valuable, and that what they have learned meets their needs. In the actual teaching process, it is necessary to meet the learning needs of students as much as possible. Teachers need to clarify their important responsibilities, constantly change the teaching methods, and achieve effective English teaching.

1. Introduction

For a long time, under the circumstances of large number of students and insufficient teachers, summative assessment plays an important role in foreign language teaching evaluation. At present, many teachers at the front line of teaching still reflect the low attendance rate in English class and the inactive participation of students in class [1]. College English learning belongs to the category of higher education, and its learning content has got rid of the simple teaching scope of listening, speaking, reading and writing [2]. Gradually, it turns to simulate the new teaching situation of practicing English communication through pictures, colors, music or other visual symbols. Colleges and universities continue to strengthen the reform of College English teaching. Relevant education management departments also put forward more specific teaching standards and teaching requirements for college English teaching [3]. College English teaching methods and teaching materials have undergone extensive adjustments. The teaching method is only an external factor of learning, and the decisive factor to a large extent is the internal factors of the learner. Such as the learner's personality, motivation, ideas, strategies, etc. [4]. In the classroom, it is necessary to satisfy the students' psychological needs and effectively improve the English application ability and English comprehensive quality of college students.

In the classroom teaching of college English, the role of teachers in their own role will have a great impact on the quality of teaching. With the comprehensive and in-depth reform of college English teaching, the traditional evaluation system was reformed. It is urgent to establish a new teaching evaluation system that meets the needs of the times [5]. Under the requirements of the new curriculum standards, most colleges and universities in the English classroom teaching, gradually strengthen the reform of college English teaching methods. In the process of foreign language learning, learning a good language is the completion of learning objectives [6]. Many teachers are accustomed to putting themselves in the position of teaching subject. Teachers' teaching experience and teaching style will become a strong part of teaching activities [7]. Generally speaking, in English learning, the determination of learning form needs to be constructed on the actual needs of students, and the whole needs analysis needs to cover the target needs and learning needs. Whether learners have strong and lasting learning motivation is two important factors that affect their learning effect.

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2. Students' Needs in Teaching Methods

English learning is a gradual process. For students who already have some basic knowledge and ability of English, they often have new requirements for classroom teaching content. The traditional evaluation method of College English teaching is mainly summative evaluation, which overemphasizes the cultivation of examination-oriented ability. It hinders the development of students' subjectivity, initiative and autonomy. College English classroom takes into account both the professionalism of teaching knowledge and the instrumentality of basic knowledge. Fully understanding the characteristics of College English classroom teaching can not only fully understand the key points and difficulties of College English teaching, but also find a teaching mode that meets the students' learning needs [8]. Traditional teaching evaluation system emphasizes too much on screening and selection, and over-emphasizes the role of scores, resulting in a single content of teaching evaluation. Too much emphasis is placed on knowledge and skills. Before teaching students to learn anything, they must put themselves in the hands of the students and try to answer such questions. Students' requirements for the quality of English teaching content are getting higher and higher. This quality mainly reflects the fact that the content can help students improve their English quality.

In the process of teaching and training, students are reminded to keep in mind the law of perspective. It is the key to expressing the sense of depth of objects. The college English class takes into account the professionalism of teaching knowledge and the instrumentality of basic knowledge. The overall relationship between the three-dimensionality of the teaching process and the relationship between the three-dimensionality and the learning effect assumes that the pattern fits the observation data. The path coefficients of the path model are significant. Figure 1 is a path analysis model for the construction of the effective classroom environment for college English listening and the learning effect.
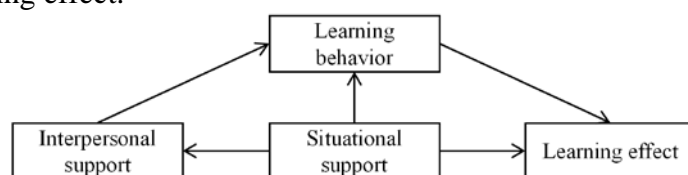

Fig.1. Path analysis model

The teaching concept of the new curriculum reform has made the traditional teacher's single-sex teaching method suffer a very big impact. In the actual teaching process, the teacher needs to specify the targeted plan according to the actual situation of the student. The students' needs are also not satisfied with the acceptance of English knowledge, but need to be more comprehensively upgraded, which undoubtedly puts new demands on teachers. Humanistic learning motivation theory emphasizes the intrinsic motivation of learning, which is consistent with the idea of cultivating students' subjectivity advocated by educational circles. Fully understanding the characteristics of College English classroom teaching can not only fully understand the key points and difficulties of College English teaching, but also find a teaching mode that meets the students' learning needs. In the process of College English classroom teaching, teachers need to fully consider the actual needs of the students and design the syllabus according to the actual needs of the students.

3. Strategies for College English Teaching from the Perspective of Learning Needs

Teachers, as organizers of teaching, play an important role in students' English learning. From the perspective of students' English learning needs, teachers should consciously improve their teaching ability and take on more challenging tasks. In the new curriculum standard, it is stipulated that the content of College English classroom teaching should focus more on teaching practice. Provide excellent teaching content for students, and inculcate more knowledge of English to students. In the process of designing teaching syllabus, colleges and universities can divide different

grades according to the actual level of students, so as to realize the centralized learning of students with similar grades. Because there are differences between schools and between students and students, teachers should analyze specific problems when choosing teaching materials and contents. English teachers should continue to pursue further studies and study, enhance the awareness of lifelong learning, and actively promote the knowledge and ability of English. The teacher team must have professional teaching knowledge while fully improving their team building. Enlarge the era and sociality of English teaching to attract students to participate actively.

After the implementation of the first phase of English listening and speaking teaching based on the demand perspective, stage testing is required. The main content of the test is the three modules studied at this stage. The test results are used as the basis for evaluating the learning effects of the students at this stage, and also serve as the basis for the second phase of policy adjustment. The test results are shown in Figure 2.
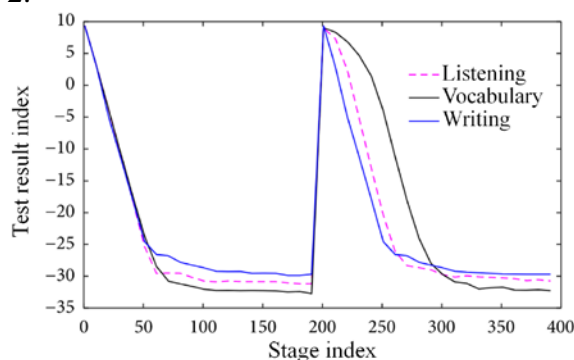

Fig.2. Comparison of written test scores of listening, vocabulary and writing

In the teaching of English, improving students' interest in English learning can effectively promote students' English learning efficiency. English teachers should constantly improve their teaching ability and level, reflect on their own English teaching, and actively learn from other teachers' teaching methods and experiences. Guided by the new curriculum standards, in order to meet the needs of students' learning and practice, to meet the needs of social development. College English teaching must fully meet students' learning needs and explore a teaching model that meets the requirements of college classroom teaching practice. Teachers need to encourage students to participate in classroom teaching and make appropriate adjustments to the teaching content of textbooks. Encourage students to enhance their satisfaction through competition and feel happy in English learning.

4. Conclusions

College education lies in innovation. College English teaching should also dare to innovate and be good at innovation. Innovation is not only the need to improve the quality of teaching, but also the ineviTable choice to meet the needs of students. College English teaching is an important part of higher education in Colleges and universities. As a compulsory basic course for college students, College English curriculum also puts forward very clear requirements for students. With the development of the times, the society's demand for talents is constantly changing. In the process of English teaching in Colleges and universities, students' actual learning needs need to be fully taken into account. At the same time, we will transform the traditional way of education and design a more targeted syllabus. Only students believe that learning is meaningful and valuable, and that what they have learned meets their needs. Moreover, students also believe that they have the ability to learn and have the ability to meet the teacher's expectations of him, in order to maintain a strong motivation to learn. In the actual teaching process, it is necessary to meet the learning needs of students as much as possible, and to enhance students' enthusiasm for English learning. Teachers need to clarify their important responsibilities and constantly change the way they teach. Constantly explore and achieve effective English teaching.

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