The Infiltration and Integration of Communicative English Teaching Mode in College English Education

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Abstract: With the increasing growth of China's socio-economic and scientific technology, the requirement for high-quality talents in China has significantly increased. As an important way to cultivate high-quality talents, universities should shoulder the responsibility of preparing high-quality talents for the country's social growth. The purpose of English teaching in universities is not simply to help students master grammar and vocabulary, but rather to cultivate their language application and practical communication skills. English proficiency, as an important criterion for assessing high-quality talents in the new era, has received widespread attention and attention from the education community. The communicative English teaching method is highly compatible with the teaching of English courses in universities and is the best choice for cultivating English proficiency among university students. Among various English teaching methods, communicative teaching method has practicality and richness, and is therefore favored by a large number of teachers and students. This teaching method deepens students' emotional communication and can organically integrate real-life situations by creating diverse teaching contexts. This article mainly analyzes the advantages of communicative English teaching and the challenges it faces in college English teaching, and finally explores relevant teaching strategies.

1. Introduction

English is one of the inevitable products of a country's gradual internationalization. Strengthening English learning not only enhances one's own abilities, but also brings one closer to the world [1]. In the background of economic globalization, political, economic, and cultural exchanges between different countries and regions are becoming increasingly close, and the significance of English is becoming more prominent. Most universities in China use traditional teaching methods in English teaching. The main purpose of students learning English is to cope with exams, and their understanding of communicative English is not clear, which makes it difficult to popularize the communicative English teaching model in university English teaching and seriously affects teaching effectiveness [2].

English is an international language. With closer communication between countries, students will inevitably come into contact with more foreign people in their future work. Therefore, improving students' English communication skills can not only help them adapt to the growth of the times, but also enable them to experience the joy of English learning [3]. There are significant problems in the current university classroom, which are very unfavorable for talent cultivation. Traditional teaching methods cannot be student-centered and focus solely on improving students' English skills, but neglect the cultivation of students' application abilities. After years of reform and growth, English teaching in Chinese universities has achieved good results. However, times are changing, and English teachers in universities should update their teaching models in a timely manner according to the demands of the times, actively improve the shortcomings of traditional teaching models, and effectively improve students' English proficiency. In traditional English teaching, the learning content tends to focus on word memory and grammar learning, and the knowledge and skills learned by students are often hard to apply in practice, leading to a lack of

motivation and interest in English learning [4]. Compared to the traditional English Parsing teaching method, the communicative English teaching method refers to that in the teaching process, through creating real life or social scenes for students, and guiding students to make good use of English grammar in the real scene, they actively interact and communicate with others in English, and then promote their oral English expression ability. Comparing communicative teaching methods with traditional teaching methods, teachers use communicative English teaching methods, no longer focusing on basic content such as grammar and vocabulary, but placing more emphasis on pragmatic direction [5]. The use of various teaching methods by teachers can effectively improve students' practical application ability and practical communication ability.

The communicative English teaching model has strong appropriateness and standardization. Using this model to replace traditional teaching models is beneficial for enhancing teacher-student interaction and improving teaching efficiency [6]. However, because of the influence of traditional educational concepts and teaching habits on college English courses, communicative English teaching methods have not been unanimously recognized by English teachers, and teaching efficiency has not been fully highlighted. Therefore, English teachers in universities should optimize and improve traditional teaching models, actively introduce communicative English teaching methods, and promote the progress of English teaching efficiency and level in universities.

2. The Advantages and Challenges of Communicative English Teaching

2.1 Advantages

The purpose of Communicative English is to combine course objectives with practical application ability growth goals, and adjust the teaching syllabus and update teaching content according to students' career growth needs in a targeted manner [7]. At the beginning of the growth of communicative language teaching method, it was to promote communication and growth around the world and meet the needs of national economic growth. However, with the transformation of social structure, the requirement for English communicative teaching method has also undergone a certain transformation [8]. Therefore, the communicative language teaching method has gradually transformed into a high-quality foreign language teaching model and replaced the traditional listening and speaking language teaching method and grammar translation teaching method. By introducing communicative English teaching methods in English curriculum teaching, students can develop great language skills in English practice and application. This not only allows students to get into a language learning state in a short period of time, but also obviously alleviates the pressure brought about by English learning. In this teaching mode, students have more opportunities to access English communication knowledge, apply the knowledge they have learned, and learn communication skills through a real communication environment.

The communicative English teaching method not only focuses on cultivating students' grammar abilities, but also requires them to use language elements reasonably to achieve language application effects. Communicative English teaching mode belongs to the communicative language teaching method, which believes that students are the main part of the classroom. College English teachers apply communicative teaching mode to English classroom teaching, which can effectively improve the drawbacks of the traditional teaching mode, and is conducive to improving students' English communication ability. In the teaching process of English courses, using this high-quality teaching model, English teachers can conduct group discussions and cooperation based on the actual situation of students, collect data based on a certain topic, and then use English to conduct group conversations. In this way, appropriate communication methods can be adopted for group communication in particular contexts, and if necessary, group competition can be appropriately added. This can stimulate the competitive awareness of university students and increase their enthusiasm for English learning with effect (as shown in Figure 1).

Fig.1 Group Communication in College English Classroom

2.2 Challenges

The communicative English teaching model faces many application challenges in college English classroom teaching, among which the principal reason for the unsatisfactory teaching quality is that university students have incorrect understanding of the nature of this model. At present, there are certain problems in the English classroom settings in most universities. Universities may offer courses in oral and intensive reading for English majors, but for non English majors, only two courses are offered: intensive reading and listening [9]. The communicative teaching method originated and developed abroad, but there are significant differences between it and the traditional teaching mode in China. There are certain challenges in integrating the two. In the process of implementing English teaching in various universities in China, non English major students usually use the public classroom model, and a teacher has to face hundreds of people. For English major students, setting up a classroom size of dozens of people does not meet the requirements of communicative teaching method, and teachers cannot effectively organize students in communicative teaching.

The traditional teaching model in China focuses on the cultivation of theoretical thinking and the improvement of exam taking abilities. Teachers are the dominant players in classroom teaching, and students are usually limited within the framework of teachers and can only passively receive knowledge. The status difference between teachers and students is significant, severely limiting students' enthusiasm, initiative, innovation, and creativity [10]. According to a survey, more than half of university students are dissatisfied with the current English teaching mode and find the classroom boring. Only a small number of students prefer this mode, as shown in Table 1.

Table 1 Survey of Satisfaction with English Courses among Students in a Certain University

Satisfaction level	Proportion/%
Like	10.81
Generally like	23.49
Not very like	51.67
Dislike	14.03

3. The Practice of Communicative English in College English Teaching

3.1 Create a Good Communication Atmosphere

Due to Chinese students' mother tongue is Chinese, the way of expression in Chinese is very different from that in English, so Chinese teenagers are very uncomfortable with the way of expression in English when they first contact English. The reason is that Chinese students are influenced by their mother tongue, and their expression habits are deeply rooted and difficult to adjust. Therefore, various activities can be organized to achieve communicative teaching. In the classroom, teachers use various multimedia and network resources to create real life situations for

students and guide them to integrate into this situation for learning. Teachers should have an understanding of students' English knowledge level and learning ability, and set teaching objectives and tasks that are suitable for students' actual situations. Teaching tasks should be set to ensure that teaching tasks are higher than students' actual reserves.

Teachers should set up application scenarios based on classroom content, allowing students to experience the applicability of different expression methods firsthand. Teachers can design interactions between teachers and students or between students to stimulate students' learning interest and subjective initiative. In the teaching process of English courses, teachers should also encourage students to effectively express their own views. When students express themselves, teachers can afford some spiritual or material rewards to students, in order to encourage the generation of students' learning interest and leverage the advantages and role of communicative English teaching method. In the process of English learning, cultural and conversational backgrounds are indispensable. The increasingly developed information technology will provide students with more diverse cultural backgrounds and conversational scenarios, allowing them to truly understand the true charm of English and make their communication smoother and more successful.

3.2 Enrich Teaching Content

In an effort to improve the effectiveness of English learning for university students, it is first necessary to stimulate their interest in learning, so that they can develop a desire to actively explore English. This can enhance students' awareness of autonomous learning, transform passivity into initiative, and improve learning efficiency. Therefore, teachers should enrich the course content. In addition to imparting corresponding textbook knowledge during teaching, they should also popularize Western culture and customs to students, allowing them to experience the charm of Western culture and the differences brought about by multiculturalism. This is beneficial for students to flexibly apply the learned content to various scenarios. In the new era, English teaching is no longer just about transmitting knowledge points, but more about expanding the breadth of English teaching based on students' growth direction and the school's own English teaching level. When teaching, teachers should also introduce relevant terminology expressions and slang according to the characteristics of students in their respective majors, enriching students' knowledge system and enabling them to use authentic English expressions more flexibly and freely. College English teachers should optimize and innovate students' learning concepts and methods, make them aware of the fun of learning English courses, and encourage students to actively participate in classroom learning, triggering their independent thinking. Only in this way can students master the core content of English in independent thinking and group discussions, and positively apply the English knowledge they have learned to daily life.

4. Conclusions

With the growth of the times, communicative English teaching methods aimed at cultivating students' practical communication skills have been increasingly favored by teachers and students. In the rapidly changing information age, traditional English teaching methods are no longer able to meet the needs of students and teachers. The new teaching model should continuously promote the growth of students' English speaking ability and improve their English communication skills. The growth and popularization of communicative English teaching mode has successfully optimized students' English knowledge system, enriched their cultural communication knowledge, and improved their English speaking ability, providing a continuous source of impetus for the reform of English teaching in universities. Teachers should guide students to actively think and bring out good teaching situations for them, and guide students to communicate effectively in the context, in order to promote the continuous progress of the application effect of communicative English teaching methods in college English teaching, and thus promote the continuous improvement of students' English communication and application abilities. By optimizing the English communicative teaching model, teachers can help students build an English knowledge system,

enrich their cross-cultural communication knowledge, and improve their English oral communication skills. During the learning process, students' learning status is improved and they actively participate in classroom activities, further enhancing their self-learning ability and creativity, which will be of great benefit to their future growth.

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