

Current Situation and Policies of English Education Reform in China's Colleges and Universities

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Abstract: Since the reform and opening up, with the efforts of the majority of English educators, our English major has trained a large number of excellent English teachers and diplomats and translators urgently needed by the society. In order to meet the needs of the society, the Steering Committee for English Majors in Colleges and Universities has set the training goals for English majors in Chinese colleges and universities in the 21st century. Comprehensive English talents with a language foundation and extensive cultural knowledge can be proficient in English for translation, teaching, management and research in foreign affairs, education, economics, trade, culture, science and technology and the military sector. Language skills translate into language skills plus expertise. This article analyzes the current situation of English major teaching, finds out the crux of the problem, and proposes improvement measures based on it. Based on the existing research on the relevant English major teaching models, this paper uses literature research, questionnaire surveys, classroom observations, and semi-structured interviews to investigate the current status of English major teaching in Shanxi University in order to understand The problems existing in the school's English teaching model are discussed. The causes of the main problems in the teaching process are analyzed and analyzed. This article points out that students' learning interest in public English teaching in universities is not high and their learning attitudes are not correct. Teachers' traditional teaching methods are single, and school English textbooks are single, which further illustrates the feasibility and necessity of deepening the teaching reform of English majors in colleges and universities.

1. Introduction

After joining the WTO, economic globalization has challenged the operation of universities. University graduates should have strategic thinking and a global perspective, understand the “rules of the game” applicable internationally, and have the ability to operate across cultures [1]. In order to meet the market's demand for talents, colleges and universities should create a training environment of “local culture internationalization, international culture localization”. Global communication makes the role of English as a medium even more important. Therefore, the importance of English education has become increasingly prominent [2]. China's education reform has been going on for more than a decade. Now China's education reform has entered a critical period. As an important member of the higher education family, higher vocational education must also deepen the reform and keep pace with the development of the times. In higher vocational education, public English is a compulsory basic course for non-professional students in every vocational college, and it plays an important role in the reform of higher vocational education. Therefore, we must attach great importance to the healthy development of public English.

English professional education should include cultural education, professional skills education, professional knowledge education and cross-cultural communication education [3]. For a long time, China's English major education has been in an awkward position: “only foreign languages but no majors”, no humanities, and lack of intercultural communication skills. English has become a skill, not a flesh and blood cultural whole, lacking the ability to apply it [4]. . English professional education should go beyond the level of mixing quality as knowledge and skills, and should develop to a higher level. Language itself is a science, but it is also a cultural discipline. In addition

to language knowledge, it also contains a lot of scientific and human knowledge and cultural connotations [5]. College English education, especially the education of English majors, should be derived from both language knowledge and language knowledge, and integrate language and culture, knowledge and knowledge [6]. English education can simultaneously learn the outstanding humanistic spirit of different cultures represented by both Chinese and English languages, and cultivate humanistic literacy across cultural differences [7]. English professional education should make effective use of the advantages of this discipline, deeply explore the humanistic spirit of language and culture, strive to improve humanistic quality, and finally cultivate talents with cross-cultural operation capabilities [8-9].

This article intends to explore how to deepen the reform of English teaching in the new situation. By understanding the current teaching status of English majors, the main problems and the root causes of problems, and actively exploring effective measures for public English reform, how can we cultivate students' ability to learn independently and autonomously? Innovative spirit, establish the concept of life-long learning, and actively improve the comprehensive quality of students. This article has conducted a questionnaire survey on several students of the English major in Shanxi University, obtained accurate and reliable first-hand information, and understood the current teaching status of English majors. , Pointed out the main problems in public English teaching in colleges. It further illustrates the feasibility and necessity of deepening the teaching reform of English majors in colleges and universities.

2. Proposed Method

2.1 Analysis of Reform Status

The implementation of quality education is an educational policy put forward by China to meet the needs of the development of the new period, but for a long time, quality education has been in the form and empty. In particular, the education of English majors is not satisfactory and there are many crises. There are problems that cannot be ignored in the many links of teaching activities --- the purpose, content, methods and results.

(1) Utilitarian and blindness of motivation

1) Study is to pass various exams. There are many types of certification exams in China. This has created a large number of "examinations". They regard passing the exam and obtaining a certificate as their sole purpose of learning, and are tired of coping with the large and small exams. The major has distorted the purpose of professional English learning, and the result is just that it has acquired superb test-taking skills without improving the overall quality [10].

2) Orientation of simple pragmatism in English learning. Many students choose English majors because of their unique employment prospects and popularity, and treat their studies with very practical vision and use standards. They think that majors such as English literature and linguistics are boring and have no use value. It's worth learning. The purpose of English learning is simply attributed to its use, which reduces the requirements for English majors, which in turn leads to a comprehensive decline in the quality of English professionals.

3) The blind enrollment of the school deviates from the purpose and direction of English professional education. While seeking for quantity can not guarantee quality, education resources are shared by multiple people, which will inevitably lead to imbalance in higher education and the teaching effect will inevitably decline to a certain extent.

(2) the unity and oldness of content

1) The unity of English majors

The repetitiveness and singularity of the curriculum, the learning content is not targeted. In order to meet the training standards of English professionals in the 21st century, the new "English Syllabus for Colleges and Universities" divides the four-year English major courses into three modules: English professional skills courses, English professional knowledge courses, and related professional knowledge courses [11].

2) English Professional Knowledge Course Module

In the module of English professional knowledge courses, only literature and linguistics courses are emphasized, and the cross-curricular courses of Chinese and Western cultures are often ignored, so that graduates cannot find a suitable entry point in the exchange of Chinese and Western cultures. On the other hand, even in literature and linguistics, the class hours are relatively small, and the students' theoretical ability and basic skills are unbalanced, failing to highlight professionalism.

(3) Tradition of teaching methods

In terms of teaching

Many teachers have a lecture complex. They are intoxicated as soon as they start a class, and they continue to talk about it, regardless of the students' reaction and acceptance ability. For example, in the teaching of British and American literature, most teachers use the traditional “fill-in-the-blank” teaching method when teaching, that is, they are full of lessons, generally speaking about the background of the era, the writer's opinion, and then the content of the work, and finally analyze the characteristics of literature, from beginning to end “Yiyantang”, and because students have few books to read, they have little knowledge of English originals, so they feel blunt and difficult to understand. Even the original interest in literature has disappeared, not to mention the cultivation of creative thinking. However, the introduced western teaching method has gone to the other extreme in practice. It overemphasizes “output” and ignores “input”, resulting in unsound basic skills and weak knowledge. This misunderstanding also lies in the belief that the more foreign teachers in foreign language teaching, the better. In fact, it is not true. Although many foreign teachers have given the initiative to the students, the classroom is active and the atmosphere is warm, but the students feel that they can't learn anything real. Therefore, we can achieve the goal of balanced and coordinated development only by combining the two with each other to learn from each other's strengths.

2.2 Suggestions for English Professional Education

(1) Strengthening humanistic quality education

In order to overcome the utilitarianism and blindness reflected in education, humanistic quality education should be increased, and a lofty spirit and profound cultural education should be used to counter material pursuits. For example, experts and scholars in the field of English majors and self-students who succeed in self-study are invited to give lectures at the school, to give students timely guidance in selecting long-term goals and short-term goals, and to reduce blindness in job selection and continuing education.

(2) Deepening the reform of teaching content

1) Course setting.

Courses for English majors should be different from non-English majors. The content of the courses should be both intensive and in-depth, and must reflect their own characteristics and professional requirements.

2) In terms of textbook content.

The content of the textbook should reflect the social features, historical changes and development of the English-speaking countries in the most appropriate and up-to-date language. It is necessary to cover various fields and topics to broaden the inclusiveness of knowledge and language, so as to cultivate the ability of comprehensive thinking and improve the ability to control and express various knowledge in English. Learn the latest language content, keep pace with the times, avoid being limited to the mastery of language rules, and learn English as a “pool of standing water”.

3. Experiments

3.1 Subjects

First, a questionnaire survey was conducted before 2017 on English majors from Shanxi University to understand their education and learning background, their understanding of English, and their learning expectations. The pre-class survey can have a broader understanding of students'

learning expectations, and a comparative basis for later comparative surveys, which can intuitively see the realization of student satisfaction. Then a questionnaire survey was conducted on 2016 English majors, so that the comparison can show their satisfaction after finishing the current semester of professional English courses.

3.2 Experimental Background

Observe classroom observations in two randomly selected classes of 2017 and 2018 classmates, have a general understanding of the current status of English teaching in these colleges, and grasp the learning situation of English majors to supplement the questionnaire and For information not available during the interview, the observation period is 3 weeks. Through classroom observation, researchers' perceptual knowledge is also increased to ensure more accurate data.

3.3 Experimental Collection

Questionnaire survey: 140 questionnaires were issued and 128 were returned, of which 121 were valid questionnaires. The questionnaire data will be mainly in the form of a five-level scale. Interview data: During the interview, use the recording equipment to collect the interview content. After the interview is completed, the interview content is converted into text information, and then the relevant information and invalid information are deleted and analyzed to sort out valid information.

4. Discussion

4.1 Students' Study Interest is Not High and Their Study Attitude is Not Correct

As the saying goes, "Interest is the best teacher." If students are interested in public English, they will take the initiative to learn no matter how difficult it is. Students are apt to develop bad habits of learning, such as little or no English reading, not remembering words, or improper methods of remembering words, failing to develop good habits of pre-class preparation, lack of initiative in learning, over-reliance on teachers, and lack of training Become aware of self-learning, be afraid of suffering, etc. This shows how important it is for students to take a course well. The following are the statistical results of the questionnaires based on the students' learning interests and attitudes shown in Table 1:

Table 1 a Survey of Students' Interest in Learning

Survey item	Answer options	Statistical results
Are you interested in learning English	A. Interested	15%
	B. Some interests	47%
	C. Not interested	18%
	D. Unclear	20%

As we all know, attitude is everything. A student's learning attitude directly determines his learning behavior and learning effect. The following table 2 is the survey and statistical results of the student's learning attitude:

Table 2 Survey of Student Learning Attitudes

Survey item	Answer options	Statistical results
Your attitude towards college English learning	Positive	5%
	Average	62%
	Negative	26%
	Hate	7%

As can be seen from Tables 1 and 2, only 15% of students are interested in English; 18% are not interested; and 20%

It's not clear at all. If the student's interest in learning is not strong, then the teacher will be tired in class, because it is well known that "interest is the best teacher. Most of the students' learning attitude is ordinary, and attitude determines the learning behavior and effort level of the students. Students are the main body of learning Plays a leading role in the learning process.

4.2 Traditional Single Teaching Methods

Teaching method is one of the very important factors affecting teaching quality. Based on understanding students' interests, needs, and aspirations, class activities are planned and arranged in conjunction with periodic teaching goals. According to the actual situation of the students, in combination with the content of the textbook, select and arrange different topics to organize student discussions and attract students' attention. At the same time, in the classroom, students will be shown their learning achievements and opportunities for improvement, allowing them to experience their own progress and the joy of learning to enhance their interest in learning. It also affects the effectiveness of public English reform. As shown in Figure 1:

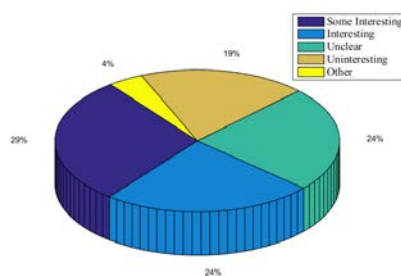


Fig.1 Results of a Questionnaire Survey of Teachers' Teaching Methods

It can be seen from Figure 2 that the teacher's teaching method is too single. 72% of students think that the teaching methods of teachers are not flexible and too rigid. They should be diversified to effectively improve the quality of teaching. The current teaching method is too singular, which is far from meeting the development needs of students. Teachers should be diligent in research, good at thinking, actively reform teaching methods, and make full use of the Internet and modern educational technology for information-based teaching.

5. Conclusions

This research investigates the current situation of legal English teaching in colleges and universities in Chongqing, finds out the problems, analyzes the causes of the problems, and puts forward corresponding suggestions and countermeasures based on the actual teaching. The main problems are as follows: A series of problems in the purpose, content and method of English professional education will inevitably lead to bad consequences. The repetitiveness and singularity of the curriculum, the learning content is not targeted. At the moment, adjust your learning methods. The method that suits you is the best method. Don't imitate others blindly, and actively explore the learning method that suits you on the basis of absorbing the good experience of others. Improve comprehensive quality. While mastering skills, we must pay attention to combining with reality, cultivate temperament, cultivate sentiment, enrich the soul, improve cultural heritage and humanistic temperament, and develop into English talents with both moral and talent in the new era.

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