

# **The Status Quo and Existing Problems of the Development of English Language and Literature Specialty in Chinese Colleges and Universities**

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**Keywords:** English language and literature, development status, existing problems, college English.

**Abstract:** In the current economic globalization, the development of English language and literature in colleges and universities has been unprecedentedly rapid, which not only provides various conveniences for foreign trade economy, but also provides great cultural support for the introduction of many scientific research materials. However, there is still room for excavation in the current development of English language and literature, and there are still certain problems in daily education and courses. Therefore, in order to help the development of the English language and literature major in colleges and universities can be more long-term, it is necessary to carry out in-depth analysis of some current problems and seek corresponding improvement measures for the problems. This series of problems are discussed in the article.

## **1. Introduction**

In recent years, English-related majors in colleges and universities have achieved very good development. With the improvement of English teaching experience and the continuous enrichment of various teaching resources, the teaching standards of college English-related majors have become very good compared with the past. Big improvement. However, with the development of the times, the society's demand for English talents has become more diversified, and the skills that English talents need to master are more and more. In this case, the teaching of English-related majors should be further reformed to help them and it is extremely necessary for the development of the times to be more compatible. The following discussion mainly takes the development and problems of English language and literature as an example.

## **2. The Status Quo of the Development of College English Language and Literature Major**

The original purpose of the English language and literature major was to cultivate relevant diplomatic talents for the country. The history of the relevant majors can be traced back to 1862. Because of the turbulence of the times, the country's training of English talents was carried out by the Qing government. The war and revolution have almost stagnated during this period of time. And until the spring breeze of reform and development blows the land, the development of the English language and literature major in my country's colleges and universities has really improved and has developed rapidly with the opportunity of the times.

After the country has sufficient resources and opportunities, it actually attaches great importance to the development and construction of college English language and literature majors. For example, in the 1980s, there was no unified and authoritative textbook for English language and literature majors. For this purpose, the state set up a relevant textbook writing committee, which resulted in the subsequent syllabus and corresponding basic textbooks for English language and literature majors. And the teaching of English language and literature has gradually become more and more formal.

The society has almost entered the 1990s. At this time, the development of English language and literature in Chinese universities has achieved certain results. Both the education itself and the talents it brings to the construction of the country have accumulated a lot of fruit. However, during

this period, there are still many problems in related professional teaching that need to be improved, especially with the rapid economic development in the 1990s. College English language and literature education has begun to fail to meet the needs of social and economic development, so new the syllabus has been implemented since 2000.

The new syllabus is more in line with the characteristics of the development of the times and understands the needs of the economic advancement of the times. Based on this, the corresponding English talent training plan and the evaluation criteria for evaluating the level of English talents have been formulated. With the implementation of the new syllabus, more and more colleges and universities have begun to join the training team for English talents <sup>[1]</sup>. The English talent assessment system represented by the four and eight is also accelerating, and the number of applicants for relevant certificates is increasing every year.

Of course, this kind of educational development has positive and negative impacts on English language and literature professionals. The good thing is that the country has more excellent English talents, which can bring about the development of the country and society. The value of coming has also become higher and higher. On the other hand, the supply of English-speaking talents has become oversupply. Many students face unemployment directly after graduation. Moreover, the English teaching resources in colleges and universities are limited after all, and the increasing number of applicants makes the average number of resources smaller and smaller, which will have a very bad impact on the quality of related teaching.

### **3. Problems Existing in College English Language and Literature Major**

#### **3.1 The talent training model is too single**

At present, in the process of cultivating English language and literature professionals in major universities, they often like to move closer to the same rules. Basically, what other schools have, they also learn to carry out the same construction, and lack their own in terms of talent training. Therefore, even if the school may have some advantages, it cannot be used in the process of training English language and literature professionals. This kind of training mode often results in the first part of the final training of English talents, and they will not have the advantage of job competition after entering the society. Colleges and universities should be clear that different regions and different types of colleges and universities themselves have large differences in teaching. For example, higher vocational colleges and comprehensive colleges must have different emphasis on English language and literature <sup>[2]</sup>. Therefore, in the process of building the major of English language and literature, colleges and universities need to find the core of their own construction according to the actual situation, and give full play to their own advantages as much as possible to form educational characteristics.

#### **3.2 Insufficient teaching resources**

In recent years, colleges and universities have been implementing the expansion policy, which has made more and more students applying for English language and literature majors in colleges and universities, but the expansion of the corresponding number of teachers and teaching equipment and other resources in colleges and universities is indeed slower. of. The huge difference between students and the increase in teaching resources has made the average teaching resources per student become less and less, and the efficiency and quality of teaching have also become worse and worse. Although with the continuous development of network technology, online English teaching resources are constantly being expanded, and students can continuously explore new teaching resources through independent learning, but because this aspect of construction is still in the preliminary stage, many resources are divided and the screening is not rigorous enough. For many students, it is still relatively difficult to obtain effective online resources.

#### **3.3 The curriculum is not scientific enough**

With the continuous development of science and technology, the country's requirements for

English talents are becoming higher and higher. Before there was no intelligent English translation software, students majoring in English language and literature played more of a role as a translation tool. Colleges and universities also paid more attention to the translation ability of students in the process of cultivating students. Therefore, many courses are in When arranging, they all hold the idea that students will remember repeatedly and become proficient. This kind of traditional English language and literature professional curriculum makes students lack the autonomy of thinking after graduation, and it is often difficult to make further breakthroughs in English language. In addition, it places too much emphasis on students in the role of tool people, and ignores the improvement of students' humanistic literacy. Therefore, many students of this major give others a feeling of mechanical rigidity in the process of using English. It shows the agility and artistry of language. Moreover, with the progress of the times, many students will learn English from the early childhood, and at the higher education stage, many non-English majors also have extremely high English proficiency, and some students' English literacy is even better than that of English majors. Students are even higher. In this case, only by promptly changing the curriculum of English language and literature majors to help students of this major further deepen their ability in English and ensure their uniqueness, then students can have stronger market competitiveness.

### **3.4 The teaching evaluation system is not perfect**

In the process of teaching related knowledge of college English language and literature majors, the evaluation system of teaching results used by it has a great impact on students' language learning and the training results of higher education English talents. Yes, the scientific evaluation system can fully mobilize students' learning enthusiasm, and guide students to master better learning methods of English knowledge, and eventually become more comprehensive and high-quality English talents. However, there is obviously a certain tangent in the current teaching evaluation system of English language and literature majors in colleges and universities, especially in the evaluation of students' learning achievements. Results and examination papers are often used as standards. The written knowledge of students is under the supervision of this evaluation system. The next step has become higher, but the students' English application ability has been neglected. Moreover, colleges and universities still pay attention to the evaluation and assessment of students' English ability, and they are not paying enough attention to the students' English cultural literacy. Under this circumstance, students use English more as a tool for survival. If it is not pure enough, it is difficult to feel the cultural nature of the language, and it is difficult to have a deeper understanding and perception of it.

## **4. Conclusion**

To sum up, although the English language and literature major of Chinese universities has been continuously developing since its establishment, and has achieved very good educational results so far, with the continuous development of the times and the social environment, the English language and literature major There are still many problems in teaching. Including this professional talent training model is too single, English teaching resources are becoming more and more scarce, professional curriculum settings are not scientific and reasonable enough, the evaluation system of students in the learning process needs to be improved, etc. It is hoped that major universities can be adequate in the process of running schools. Pay attention to these issues and continuously improve the relevant teaching system, so as to help the English language and literature major to make a difference in the new era.

## **References**

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