

Enhancing TEM4 Tutoring in English Teaching under the Background of Socialization of NMET

Junling Yan

School of Foreign Languages, Chifeng University, Chifeng, Inner Mongolia, China

Email: 13947659118@126.com

Key words: Socialization of the college entrance examination English; English teaching; TEM4 tutoring; Methods

Abstract: A Test for English Majors-4, as an English professional exam among national comprehensive universities, has the very high authority and is an important means of checking English major students' integrated English level and is also the evaluation of teaching quality, promoting international exchange means. In short, TEM4 is of great significance for English majors, especially under the trend of socialization of the college entrance examination English. In recent years, however, the passing rate of the national TEM4 is very not ideal. After investigation, the related department has drawn the conclusion that the main cause of this situation is that students are not well prepared before, lacking in learning opportunities and reviewing the too simple and old material. In order to improve the students' passing rate, enhance TEM4 tutoring in daily English teaching.

A Test for English Majors-4, as an English professional exam among national comprehensive universities, has the very high authority and is an important means of checking English major students' integrated English level and is also the evaluation of teaching quality, promoting international exchange means. In short, TEM4 is of great significance for English majors, especially under the trend of socialization of the college entrance examination English. In recent years, however, the passing rate of the national TEM4 is very not ideal. After investigation, the related department has drawn the conclusion that the main cause of this situation is that students are not well prepared before, lacking in learning opportunities and reviewing the too simple and old material. In order to improve the students' passing rate, enhance TEM4 tutoring in daily English teaching[1]. In my opinion, in order to improve students' English level, making it a better way of dealing with TEM4, enhance TEM4 tutoring in every course, esp Integrated English Course, Extensive Reading Course, English Listening Course and Oral English Course and so on.

Integrated English Course

Integrated English Course is a comprehensive big classroom. Every question type of TEM4 can be improved accordingly in this course. For listening questions, vocabulary accumulation in Integrated English Course also has great help to improve students' listening ability. Grammar and vocabulary teaching should be combined with a text. On the basis of the original to expand again, use TEM4 exercises to supplement grammar and vocabulary[2]. This can kill two birds with one stone. For a vocabulary memory method, teachers can teach students induction, word formation and so on. Induction includes polysemy, synonyms, antonyms, spelling of similar words and so forth. Word formation includes mastering some common roots and affixes etc.

Integrated English Course can also improve completion and reading comprehension training. These two parts can be embodied in previewing and understanding of a text. As we all know, no matter how large a student's vocabulary is, he or she always meets new words in a test or routine training. This requires that teachers guide students to guess the meanings of new words. Firstly, tell students to dare to guess. Don't meet unfamiliar words to refer to a dictionary. How do they guess the meanings of new words? Teachers should require students to depend on context clues to guess[3]. For example, the female mosquito is a vampire and lives on blood. If you don't know the meaning of "vampire", depend on "lives on blood" and know its meaning is "blood-sucking insects".

For writing questions, a teacher should periodically find some classical and novel subjects and train students' writing regularly. Writing is also actually a process of accumulation. In writing questions, the most important is how to

make your composition stand out. Teach students writing skills, such as different styles, different languages, different sentence structures etc. To create a structured and well-written composition, the use of some conjunctions is very necessary. Stick to keeping a diary in order to enhance students' capacity of English thinking which can improve students' writing[4]. Keep a diary every day, virtually increasing opportunities for students to contact English. Write less in the beginning and gradually increase the number of words. Contents must be flexible. As long as students are willing to write, they can write anything. Key requirements accurate and fluent languages. Of course, when teachers correct students' compositions, please don't get rid of all the errors in case of hurting students' self-confidence. Anyhow teachers should give students more encouragement and praise.

For English languages in a textbook, experts have been revising them, making sure that they are authoritative and accurate so that it is helpful for students to imitate writing and also help students deeply understand a text. A week after teaching a lesson or unit, set aside a little time for students to write a paragraph or a few paragraphs[5]. Before writing from memory, of course, request students to prepare ahead of time. Students must recite this part first and then write. It is also helpful for cultivating students' listening and speaking skills. After writing, let students mutually refer to the model and comment on their writing. By keeping practicing, students will make rapid progress.

Extensive Reading Course

Make use of Extensive Reading Course to improve students' reading ability and expand their vocabulary. In order to achieve them, pay attention to the following points.

To teach students a correct reading method. Good reading habits rather than reading word for word are by means of scanning and coherent reading. Students are not limited to the understanding of individual words. Read fast in order to get a general idea of a passage and its theme and its overall structure[6]. When students read fast, they must concentrate on it. They need not remember details, but they should pay attention to repeated words and the beginning and end of a passage as well as the first sentence and the last sentence of each paragraph because these are related to the theme of a passage and the best summary for a passage. The purpose of the second reading is to find some specific information.

To learn to cling to the theme of a passage. First, learn to recognize the most fundamental and most recapitulate information[7]. At the same time, we also find that some themes are not direct from one or two sentences to express but indirect in a passage. In this way, it's necessary to develop students' ability of summary and induction, finding out the theme of a passage.

To judge and reason correctly. After reading a passage and understanding the main ideas of a passage, to put forward higher requests is based on the facts that authors' languages, narrative examples, cited examples, characters' dialogues, characters' action, psychological activities and so on infer what an author's intention is in this passage, what problem an author wants to illustrate, what views an author wants to express and what kind of attitude an author holds. A deep meaning can be got through passage surface, readers' judgment and readers' reasoning process. At the same time, it can promote students to think actively, develop higher understanding and accurate judgment and determination of reasoning[8]. The ability to get is good for students to read and understand passages, improving their reading ability.

To look at questions and read passages with questions. For reading questions, first of all, grasp the types of questions. Reading questions may be know about what objective information is or what subjective judgment is. For an objective information question, answers can be found directly from passages. For a subjective judgment question, readers must know about the emotional tone of passages, an author's presentation of ideas and the main idea of a passage throughout the whole passage and so on. This type of question requires students to deeply infer an author's attitude and intentions etc.

English Listening Course

Dictation and listening comprehension parts, in TEM4 must be improved in English listening class. At first,

teachers should carry out targeted training for fault points of this part and students' performance in class. This requires teachers to have a system plan. Teachers should fully understand course contents and moderate class materials. Make sure that class materials are not too difficult. Otherwise, on the one hand, they will not be able to improve students' listening ability. On the other hand, they will also hurt students' learning confidence. Of course, class materials cannot also be too simple, so they are not contribute to ascending students' listening ability[9]. Secondly, I think a listening teacher should use English to communicate with students as far as possible. It also requires teachers to improve their oral English ability so that students will naturally improve their listening ability.

After carefully analyzing difficulties and problems which students have encountered during the hearing, teachers patiently give students corresponding advice and help students to solve learning problems. Teachers need to teach their students according to their aptitude. At same time, teachers had better help their students establish learning confidence. Through the analysis of wrong listening questions in recent years, teachers have found points lost in this part. Aiming at these disadvantages, teachers can do special intensive training or intersperse class contents indirectly. Make use of a few minutes before class to do some listening exercises for practice in order to warm up ahead of time. In a word, listening training is a long-term teaching requirement. As long as teachers insist on learning, positively update teaching ideas, reform traditional practices, continuously grope for listening teaching rules and guarantee students' training time, students can make progress step by step so that they can smoothly and accurately finish a listening comprehension part in TEM4[10]. Classroom training is essential. Class time is limited after all so teachers should assign some high level assignment to let student do after class. Because some knowledge which students themselves learn after class is not so appropriate for students' own ability and for improving their learning level, teachers should adapt themselves to the situation.

Students should stick to training every day and there are diverse forms, word dictation, phrases, sentences and passages etc. Every time when marking written expression, find that word dictation is wrong, sentence expression is not accurate enough and some wrong sentences are bullshit. In view of this, we should give students a dictation model essay so that students can practice both listening and writing.

Oral English Course

Oral English class is a lively and interesting course. Generally foreign teachers' teaching methods are different from our Chinese English teachers. It will also enhance students' curiosity and increase students' interest in learning English. Personally, I think oral English teachers can supply some everyday spoken English as well as different meanings of these commonly used oral English. For example, "all right" is a simple oral English portfolio including many layers of meanings. It can express satisfaction, say a satisfactory situation, condition or environment, solicit opinions from the other, agree, be used to have a strong ability to do something, be used to warn, stress or affirm. Above is polysemy, but of course, for the same meaning, we can also have many kinds of different ways of expression. For example, "goodbye" means so long, bye - bye, see you, see you later, see you round and ta-ta and so forth.

Enhancing TEM4 tutoring in everyday English professional teaching is a new challenge for teachers and students. Meanwhile it will be a long process. As an English major student, he or she must firmly grasp professional knowledge. Under this trend of socialization of the college entrance examination English, a professional exam is a very good detection means. I believe that after English teachers' serious and careful counseling in every course, esp Integrated English Course, Extensive Reading Course, English Listening Course and Oral English Course every day, students' daily and targeted hard study, students will achieve good results and pass TEM4 successfully.

References

[1] Chengwei Li . On the Pros and Cons of Socialization of English College Entrance Examination [J]. Examination Weekly, 2014(10)

- [2]Tao Li . Research on the Socialization of College Entrance Examination [J]. Modern Education Science, 2013(2)
- [3] Caiyun Zheng , Shugen Chen. Analysis on the Socialization of College Entrance Examination [J]. Journal of Beijing Polytechnic Institute, 2009(7)
- [4] Xiucan Fang . Feasibility Study on the Infiltration of CET4 in College English Teaching [J]. Journal of Huainan Normal University, 2011 (2)
- [5] Yan Jin . Ideas and Future Prospects of College English Test Reform [J]. China University Teaching, 2005 (5)
- Huizhong Yang . Review of College English Test 4 and 6 Years [J]. Foreign Language, 2003(3)
- [7] Chengwei Li. On the Pros and Cons of Socialization of English College Entrance Examination [J]. Examination Weekly, 2014(10)
- [8] Huiqing Han. Thoughts on Teaching Reform of English Majors [J]. Journal of Luoyang Normal University, 2003 (3)
- [9] Qibiao Zhan. Reform Trend of Teachers' Professional Development in Britain [J]. Primary and Secondary School Teachers' Training, 2003(9)
- [10] Xiaoman Zhu. On Teachers' Professional Growth [J]. Journal of Nantong Normal University, 2001(1)