

Research on the Teaching Reform of Comprehensive English Courses in Colleges and Universities

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ABSTRACT

In the context of quality education, traditional teaching models are no longer able to meet the teaching needs of comprehensive English courses in universities; It is urgent to promote teaching reform, stimulate students' learning motivation, and build a new type of teacher-student relationship. English teachers should closely focus on the actual development needs of current students, improve and upgrade teaching content, teaching methods, teaching evaluation and other aspects, and work together with students to build a smart and comprehensive English teaching classroom to enhance teaching effectiveness. Based on this, the article will study the current situation and strategies of teaching reform in comprehensive English courses in universities, in order to provide useful references for English teachers.

KEYWORDS

college English; comprehensive courses; teaching reform

1 Introduction

Comprehensive English is a compulsory course for English majors in Chinese universities, with strong comprehensiveness that can comprehensively improve students' listening, speaking, reading, writing, and translation abilities. It is a course content that must be mastered in the cultivation of English talents in universities.^[1] In the new era, the reform of quality education has put forward new requirements for the cultivation of English talents in universities; In addition to solid basic skills, students' international perspective, innovative consciousness, ability to take responsibility, and critical thinking skills have also been included in the goals of talent cultivation for English majors in universities. Based on this, universities should focus on promoting the reform of comprehensive English courses, further implementing the goals and requirements of cultivating high-quality English talents in the new era, and comprehensively improving the quality of English talent training in universities.

2 Current Situation of Comprehensive English Course Teaching in Universities

2.1 Course Objectives

From the perspective of the positioning of comprehensive English courses, they are mainly offered to freshmen and sophomores majoring in English in universities, involving knowledge content in multiple aspects such as listening, speaking, translation, and reading. This aims to lay a solid foundation for students' future English major practice. From this, it can be seen that the goal of comprehensive English courses should also be diversified, specific, and hierarchical. However,

although the course objectives of some comprehensive English courses in universities cover multiple contents and aspects, they have not been classified in detail to construct a three-dimensional goal system that integrates basic knowledge, comprehensive abilities, and emotional literacy, based on the current situation. Moreover, in the description of course objectives, general terms such as "understanding, mastering, and improving" are often used, and the goal setting is not specific. This results in teachers being unable to evaluate students based on specific curriculum objectives, thereby affecting the quality of curriculum teaching reform.

2.2 Teaching Methods

To promote the comprehensive development of all students, the application of personalized teaching methods in the classroom is particularly important. But in practical situations, it is often difficult to achieve. On the one hand, most comprehensive English teaching in Chinese universities still adopts the "a group class teaching system", where a teacher often needs to deal with dozens of students. Teachers cannot timely pay attention to the personalized needs of each student, nor can they truly achieve individualized teaching.^[2] On the other hand, some universities have shortcomings in implementing the smart classroom teaching mode due to insufficient information technology equipment, making it difficult to achieve the ideal teaching state.

2.3 Teaching Philosophy

Currently, comprehensive English course teachers in Chinese universities generally adhere to the teaching philosophy of "teachers teach, students practice", lacking attention to students' emotional needs and interest cultivation, and unable to provide students with sufficient learning motivation. On the one hand, with the continuous improvement of society's demand for English talents in universities, the teaching content of comprehensive English courses is becoming increasingly rich. Many teachers focus on "learning" and "practice" in the classroom, and often do not have sufficient interactive links, in order to ensure classroom teaching efficiency; This results in students being relatively passive in their learning, unable to achieve the important goals of emotional stimulation and interest cultivation.^[3] On the other hand, students majoring in English also have to deal with the English CET-4 and CET-6 exams. Many comprehensive English teachers also take time to explain the CET-4 and CET-6 exam questions to students, further compressing the classroom interaction time between teachers and students, resulting in insufficient motivation for students' professional development.

3 Exploration of the Reform Path of College comprehensive English Course Teaching

To solve the above problems, this article believes that teaching reform can be promoted from the following aspects:

3.1 Reconstruction and Optimization of Course Objectives

Under the background of quality education reform, English teachers should actively optimize and reconstruct the teaching objectives of comprehensive English courses, and provide specific guidance plans for classroom teaching and evaluation.

Firstly, a goal system should be established that integrates three levels: basic knowledge, comprehensive abilities, and emotional literacy. The basic knowledge objectives mainly refer to

clarifying that students should master basic knowledge such as vocabulary, grammar, or language expression, at different stages. Moreover, teachers should also refine and stratify each small goal based on the actual situation of different students, and provide clear guidance to students. In terms of ability goals, teachers should incorporate cross-cultural communication skills, sense of responsibility, dialectical thinking, international perspective, and other aspects into the curriculum goal system, taking into account the actual requirements of English major talent cultivation and the talent cultivation positioning of the school. Among them, teachers can incorporate the practical application of English language, such as respecting cultural customs of other countries, viewing cultural exchanges correctly, and actively taking responsibility for the dissemination of Chinese culture to the outside world, into emotional goals. It aims to construct a comprehensive curriculum goal system.

Furthermore, in the formulation of curriculum objectives, teachers should also adhere to the principle of "concretization". Taking the language expression in basic goals as an example, setting the goal solely as "improving students' language expression ability" is far from enough. Instead, it should be set as "being able to have fluent conversations and expressions in English, with accurate and appropriate content, and having one's own set of English language expression methods"; Such an accurate description is necessary to provide students with clear guidance. In addition, under the overall teaching objectives, each thematic unit should also have clear and specific teaching objectives, and ensure that the thematic unit objectives can provide certain support for the overall teaching objectives, which are interrelated. This ensures the smooth achievement of the ultimate educational goal.

3.2 Cultivation and Construction of Teaching Staff

To promote the reform of comprehensive English curriculum teaching, it is necessary to strengthen the cultivation and construction of the teaching staff. Firstly, universities should conduct a survey and analysis of the comprehensive teaching abilities of current comprehensive English course teachers, and clarify the strengths and weaknesses of each teacher; English experts and high-quality teachers can be invited to provide targeted training for the teaching staff, strengthen their strengths and make up for their shortcomings, and provide solid support for classroom teaching reform. Secondly, within universities, English teaching and research groups can stimulate the vitality of teachers through various methods such as organizing a series of lectures and lectures, mentoring new teachers, and pilot reforms of golden courses.

This will encourage all comprehensive English course teachers to strengthen communication and exchange, continuously improve teaching plans, try new teaching models, and steadily improve classroom teaching effectiveness.^[4]

Again, in the context of the new era, universities should fully utilize network information technology to strengthen the training of English teachers. Strengthening the construction of a comprehensive English teaching platform: In addition to providing support for comprehensive English classroom teaching, a "teacher improvement" module can also be designed to enable English teachers to constantly grasp the development needs of students and themselves, and conduct targeted learning and improvement training.

Finally, universities can proactively cooperate with enterprises and English training institutions, inviting professional English talents to serve as external teachers on campus. This plan can not only provide suggestions for the reform of comprehensive English teaching in universities, but also help students improve their comprehensive abilities by combining their own personal experiences and social practices, and guide them to expand their thinking and horizons, ensuring the teaching quality of comprehensive English courses in universities.

3.3 Design and Optimization of Teaching Content

In the context of quality education reform, universities should actively improve information technology teaching facilities, accelerate the construction of smart teaching platforms, integrate teaching resources, and break the traditional teaching mode of thematic units; Teachers explore a teaching model centered around the five modules of "listening, speaking, reading, writing, and translation", focusing on enhancing students' practical application abilities and laying the foundation for their future English social practice.

Taking the construction of the reading module as an example: First, in this module, teachers can sort out the high-quality reading content in the textbook as students' "intensive reading" articles, and focus on explaining the key vocabulary and grammar in the classroom to consolidate students' basic reading ability. Second, articles related to social etiquette, travel sharing, negotiation skills, job interviews, cultural exchanges and other aspects can be searched on the Internet as "skimming" articles for students to help them broaden their horizons, enrich their knowledge reserves and meet their personalized learning needs.

Thirdly, after reading, teachers can also set up multiple tasks such as interactive discussions, post class exercises, and summarization to test students' actual mastery of the article, providing a basis for teachers' classroom evaluation. Finally, teachers should also pay attention to the design of expansion modules.

For example, after students complete the reading task of the module "Social Etiquette", teachers can design a practical investigation activity of "Comparison of Chinese and Western Social Etiquette" to guide students to apply the knowledge and skills they have learned to practice, thus improving students' comprehensive English literacy.

3.4 Application and Practice of Blended Learning Mode

In the new era, college English teachers should actively explore the application of blended learning models, provide personalized recommendations based on each student's learning ability and needs, in order to promote the comprehensive development of all students.

For example, in online teaching, teachers can use online teaching platforms such as Chaoxing Learning Platform and Rain Classroom to create interactive learning sections, thereby creating discussion topics based on teaching objectives, teaching tasks, and students' actual needs; This can break the temporal and spatial limitations of traditional comprehensive English teaching classrooms, guide students to strengthen communication and exchange, promote the sharing of teaching resources, create a good learning atmosphere, and stimulate their interest in self-directed learning. Alternatively, using online teaching platforms, teachers can also design diverse learning projects such as reading reports, case analysis, social surveys, or speech presentations, encouraging students to actively collaborate with each other to complete teaching tasks.

In offline teaching, teachers should actively utilize advanced teaching resources such as multimedia and online teaching platforms to construct situational classrooms for students; This allows students to enjoy high-quality English teaching resources in the classroom, such as articles, pictures, audio-visual videos, live conferences, and so on. These measures can not only effectively enhance students' comprehensive English abilities, but also further stimulate their interest in learning English. For example, teachers can also actively encourage students to use multimedia software to complete teaching tasks, such as dynamic PPT presentations with the theme of "promoting cultural exchange between China and foreign countries", oral speeches, social practice survey reports, and so on. This aims to enhance students' ability to use information technology and their overall English proficiency, thereby promoting their comprehensive development.

4 Conclusion

In summary, with the continuous improvement of China's requirements for English talent cultivation, it is imperative for universities to promote the reform of comprehensive English course teaching. In this context, English teachers need to conduct in-depth analysis of the problems and challenges in current education and teaching, clarify the direction of reform, reconstruct teaching objectives, strengthen the teaching staff, enrich teaching resources, and optimize teaching models. English teachers should also adapt to the development of the times, comprehensively promote the reform and upgrading of comprehensive English teaching courses, and continuously improve the quality of English talent cultivation in universities.

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