

## **Discussion on the Feasibility of CET4 Guidance Infiltrating into English Teaching under the Background of College Entrance Examination Socialization**

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**Abstract:** Due to the globalization of English, English learning is one of university students' compulsory courses, college English is in order to improve college students' English comprehensive application ability and CET4 is bound to almost the only path that every student must take but too much emphasis on CET4 scores hinder students' English comprehensive application ability. Aiming at the reform of English socialization in college entrance examination, this paper discusses the feasibility of CET4 guidance infiltrating into English teaching so as to improve university students' comprehensive English application ability.

Today, the pace of globalization is accelerating and the contact between countries in the world is becoming increasingly close. As an international language for human communication, English is widely used all over the world. Under the general trend of socialization of English in Chinese college entrance examination, English has been promoted to a more important position. Due to the development of China's economy and culture, the communication and cooperation between China and the rest of the world continue to deepen, making China's demand for English talents and ability level gradually improve. It is an urgent task for English professional education to strengthen English talents' cultivation and improve of English learners' level and comprehensive ability. As society develops towards diversification, the demand for English talents and English education also presents a diversification trend[1]. Therefore, English major should cultivate interdisciplinary talents. To realize the diversification of English major teaching, we can start from different aspects. Then this paper will analyze the feasibility of CET4 guidance infiltrating into English teaching.

### **1. Teachers and Students Should Understand the Relationship Between English Teaching and English Examination**

Many scholars have carried out detailed discussion and research on the relationship between English teaching and English examination. They think that classroom teaching is closely connected with a paper exam. Classroom teaching provides the reference for exam contents. An exam also tests teaching quality and effectiveness. Examination results can reflect students' problems in time, which can help students find their own shortcomings and correct them and which is also helpful to reflect the problems in the teacher's teaching and facilitate the improvement of teaching. College English Test Band 4 and Band 6 are the result which many famous teachers and English experts have studied[2]. They are a standardized test and test results can provide feedback information for teaching improvement.

### **2. English Teachers do Investigations to Timely Discover Questions Which Students Meet for Preparing CET4**

In order to better grasp students' situations and implement effective classroom teaching plans, teachers should do a questionnaire survey in class because CET4 is divided into listening parts and non-listening parts and now exam contents have new changes with its reform, so an investigation is

to understand students' problems in the preparation process[3]. Let's see problems whether to be about review methods, vocabulary, grammar or hearing aspects and so on or not. Thus according to this investigation result to suit the remedy, in this way can we improve teaching plans in order to improve students' confidence of CET4 and examination clearance.

### **2.1 Combination of Survey and Interview.**

In order to understand students' learning basic situations, teachers had better carry out a relatively simple questionnaire survey. Students can combine their own real situations and learning at ordinary times and write down their problems encountered in the process of preparing CET4. Teachers will find their problems in time and can help students to rectify them. In addition, teachers should interview and communicate with individual students during recess[4]. It is hoped that teachers can get to know students in this way or in other better ways so that they can better help students and carry out teaching work.

### **2.2 Combination of Analysis and Discussion for Survey Results.**

After the questionnaire survey, teachers should carefully sort out the survey results and patiently analyze the data. Sum up which students have problems in objective questions, how many students do not understand, how many students occasionally do not understand but will do, and how many students both understand and can do the right questions. In terms of subjective questions, it is necessary to know which types of short essays students have great difficulty in such as economic short essays, news short essays or other short essays, as well as whether students have problems in writing sentences[5]. According to summarized data, teachers can selectively integrate some skills or test types required by CET4 in class. and help some students who have great difficulty in preparing for CET4.

### **2.3 Helping Students Understand Existing Problems and Solve Them.**

If students have difficulty in hearing, they must know themselves in which question type they are not skilled. Then according to their own situations, they must carry on practice and consolidation accordingly. In terms of non-listening, many students have reported that their lack of vocabulary is the main reason for losing marks and many sentences can not be fully understood. In this case, they should seize the time to master the vocabulary needed for CET4 or read more English books in their spare time to help increase their vocabulary. At the same time, many students have reported that the writing problem is one of their biggest problems. They have felt that most of the time they have no way to start in the writing process. Even though they have stored a lot of good words and sentences in their mind at ordinary times, they still struggle to use them in the real writing[6]. In the face of CET4, although students pay enough attention to and work hard enough at it, there are not many people who can really master the strategies for CET4. Therefore, in the process of preparing for CET4, we should not only study, but also know how to study, and learn to master the strategies for doing questions. Especially, we should practice more in the aspects of word selection, filling in the blanks and fast reading. After a long time, we can surely master some skills of doing questions.

Classify the problems encountered by students in CET4 into the following categories: Lack of vocabulary is the first big problem encountered by students in the preparation of CET4 which makes them only have to guess when they understand the meanings of the questions. The second problems is that students do not have a good command of English grammar and their English foundation is weak, which makes them inevitably encounter some difficulties in dealing with writing and translation problems. Some English sentences written by students are purely Chinese structural sentences with no grammatical structure to speak of. Some students try to write complex sentences to enhance their writing, but sometimes the results are just the opposite because long sentences are followed by grammar problems[7]. The third problem is that some students are not proficient in analyzing sentence structure and often feel unable to start when they encounter long sentences, especially when they fill in the blanks with word choice or cloze tests. To sum up, the lack of vocabulary and poor grammar knowledge are the most prominent problem for students, so English teachers deliberately increase the proportion of enlarging vocabulary and strengthening

grammar in teaching. Therefore, it is bound to help students solve the problems in the preparation for CET4 to some extent. On the other hand, it is feasible to infiltrate CET4 guidance into English teaching.

### **3. English Teachers Solve Problems in the Process of English Teaching to Pave the Way for CET4**

As a matter of fact, English teaching is a complex project composed of many elements and it is also influenced by many factors. To improve students' English level fundamentally is the most practical and reliable way to improve students' CET4 scores. For English learners, the improvement of English performance cannot be separated from teachers' help and guidance. Teachers play a crucial role[8]. Therefore, teachers should make teaching plans based on students' actual English level and the results of questionnaire survey and start from different angles to enable students to learn textbook contents well and learn more about the knowledge and strategies for CET4 preparation.

#### **3.1 Cultivating Students' Interest in Learning English.**

People often say that interest is the best teacher. If a person forces himself to learn a thing, its effect must not be good. Therefore, it is very important for students to develop their interest in English learning. Students who are really interested in learning English will pay high attention in class and follow the teacher's teaching pace so that they will get twice the result with half the effort. On the contrary, students who are not interested in learning English often do little things in class or do things that have nothing to do with the content of the class and find it difficult to concentrate. They often do not know what the teacher has said after the class[9]. Aiming at this situation, a teacher also masters teaching skills in order to make students become interested in learning English gradually rather than produce resistance. Teachers can increase the interactive link with classmates in class as much as possible to make more students to participate in classroom activities so as to let them in learning get knowledge at the same time increase the interest in learning English.

#### **3.2 Strategies for Dealing with the Listening Part of CET4.**

Teachers must have a certain understanding of skills and strategies for listening. Before answering the listening part of the test, be sure to use the free time before the recording playback to quickly preview the tests and roughly browse each option of the test. To preview before listening is a very important step. To have a certain understanding of the test in advance to a large extent can help you choose the right option. In the pre-reading process In the listening test, we use a very short time to roughly understand the basic content of each question, which not only increases confidence but also does know what to do. In this way, won't it lead to confusion because listeners not only listen to the content but also look at the answer options in the recording play back. It ultimately affects the quality of the answer. If we understand the structure of CET4, we will know that CET4 listening mainly consists of three parts: a long dialogue, a short dialogue and compound dictation. Before taking a long dialogue and a short dialogue, we can quickly read ahead. Before making a compound dictation, we can also use the same way. Reading in advance can make us have a general idea of an article content so that we can to a certain extent infer a whitespace answer and that blank space filling content by parts of speech-verbs, nouns, adverbs and adjectives, thus it can greatly reduce an error rate.

In addition, teachers can also incorporate more CET4 test contents and current popular words, sentences or scenes in classroom teaching. After students have enough understanding of these, they will naturally feel comfortable when doing exercises. Similarly, there are many similar parts in our listening textbooks to CET4, so we can select these similar questions to practice more and taste the listening test contents of CET4 in advance. As mentioned earlier, classroom teaching provides reference contents for an exam, so we should not lose the study of textbooks while preparing for CET4. We should know that every textbook is not published casually because they are the result of careful study by many scholars and experts. Therefore, teachers should integrate teaching materials

with CET4 questions, which not only cultivates students' interest in English learning but also increases their confidence in dealing with CET4[10]. In order to increase students' listening sense, teachers can also set aside a small part of time for students to listen to some extracurricular dialogues, articles or news in each class so as to increase students' vocabulary. Of course, when playing these recordings, teachers should pay attention to not only let students listen once but should play several times, letting students repeatedly listen and practice repeatedly, in order to improve the listening sense of English. At the same time it is conducive to broaden the scope of knowledge. Although a lot of reforms have happened to English teaching in recent years, essentially it has had little effect. Especially for our Inner Mongolian region, students' listening level obviously lags behind, so adding some extracurricular listening contents in class has a great help for us, letting us prepare for ECT4 listening in advance.

### **3.3 Strategies for Dealing with the Non-Listening Part of CET4.**

In the preparation of the non - listening part, teachers and students need to work together. Teachers should not only pursue the teaching progress but also guarantee the teaching quality. In order to ensure the normal teaching progress, they should try their best to let students really learn knowledge and understand a text. Students are encouraged to complete exercises independently without textbook references. If necessary, students are encouraged to find out key sentences in a text and explain them in class. In this way, they can learn knowledge and benefit themselves at the same time. After explaining key sentence patterns or fixed collocation in a textbook, teachers can also find some similar examples, which is helpful for students not only to remember sentence structures and phrases but also to understand their correct usage. By doing this over and over again, students gradually learn to extract useful sentence patterns and imitate them as they read. In terms of reading questions, students should do more old questions for simulation exercises and also increase the amount of English reading in their spare time so as to improve their sense of language. Writing, of course, is seeing a thousand times not as hand once. They should usually practice more. Students should store more golden sentences in their mind for CET4. At the same time, teachers should also do their best to help students modify their compositions and find the problems in their articles. It should be noted that in the process of writing accumulating gold sentence patterns and writing templates can not be used at will. According to writing requirements and writing background, we choose and modify it so as to really add brilliance to its present splendor.

Under the background of socialization of English in college entrance examination, English plays an important role. This paper makes a feasible analysis on the problem of CET4 guidance into college English teaching. Although some views or opinions may not be very mature in place, I hope that it will have a certain reference and reference value for college English teaching and large numbers of students preparing for CET4.

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