

# Exploration on How to Give Full Play to Students' Subjective Role in College English Major Teaching

Yue Shen, Zhenqiang Zhao

School of Foreign Languages, Liaoning Institute of Science and Engineering, Jinzhou, Liaoning, 121001, China

**Keywords:** College English, Professional teaching, Current classroom situation, Students' subjective role, Development measures, Comprehensive quality

**Abstract:** With the continuous development of today's information society, the society is setting increasingly higher requirements for the ability English major teaching. Teachers who carry out English teaching in college classrooms are required to study and analyze students' actual situation according to their current development characteristics based on the practical requirements of teaching so that teachers' teaching methods can adapt to students' subjective initiative and help to give full play to students' subjective role in the classroom, and enhance their enthusiasm for English major learning, fully get students participated in English learning in the classroom, so as to cultivate students' English professional quality and competence, lay a solid foundation for future study. This paper will mainly study and analyzes the current situation of college English course teaching and practical measures to exert students' subjective role in the classroom.

## 1. Introduction

### 1.1 Students Fail to Establish Correct Ideological Awareness in Professional English Learning

Despite that students that teachers instruct are gathered in the same English major class after passing the college entrance examination, a lot of them chose English major involuntarily. Some students without a full understanding of English major learning content often think that the learning process of this major is still similar to that of high school and junior high school. They think that rote memorization is still the way of grammar and vocabulary learning, and there is no need to take practical training of professional ability and quality in the classroom and spare time. In this case, students do not have enough enthusiasm about English major courses in daily learning, thus leading to a dull classroom atmosphere. Teachers feel difficult to mobilize students' interest in English learning and students' subjective role cannot be fully exerted, which is not good for carrying out normal teaching work.

### 1.2 Teachers' English Professional Quality is Poor

During English major course teaching, only with sufficient professional knowledge and enough English teaching ability can teachers ensure English major teaching to meet national requirements. But in many universities, due to the limited teaching resources, almost without specific professional English teachers, a lot of teachers are responsible for multiple courses at the same time. Some of them must undertake public English teaching duties in addition to English major course teaching. Even some English teachers who have just graduated with sufficient theoretical knowledge as support lack enough practical teaching experience. Under too many various teaching tasks, teachers do not have enough time to improve their professional quality, leading to a lot of problems in pronunciation or grammar use due to their lack of professional knowledge during lectures. This is not conducive to guaranteeing teachers' teaching quality. Students cannot have a profound mastery of more English knowledge and ability. This will affect students' enthusiasm for English learning and lead to more perfunctory phenomena, which is not conducive to give full play to students' subjective role in the classroom.

### **1.3 The Teaching Methods Adopted by Teachers Are Outmoded**

In many teachers' opinions, English major teaching emphasizes more on liberal arts teaching, and students are required to recite and master most of the contents. Therefore, teachers still habitually use traditional teaching methods in the teaching process, focus on checking students' memory abilities, while ignoring the use of language knowledge. English teaching is mainly based on teachers' mechanic instruction of theoretical knowledge to students, without providing opportunities for students to practice and demonstrate themselves, which is not conducive to students' accurate mastery of the subject knowledge content. Normally, teachers always set the completion of teaching tasks as the basic goal, while ignoring to cultivate students' subjective role in the classroom. Particularly, the difficulty level and knowledge structure of English major textbooks used by schools cannot match students' actual level at the current stage, so that students feel very hard to understand the content. In addition, due to not systematically integrating content in the teaching process or using modern technology to enrich classroom atmosphere, students feel bored or resistant to English major learning easily, which is not conducive to cultivating students' professional English ability.

### **1.4 The Goal of Specialized English Training is Not Clear**

Some universities set up English major subjects in a general way without setting clear training goals for students, which makes teachers' classroom design and lesson schedules not consistent with the actual teaching situation. Therefore, the teaching will easily get deviated from the demand for English professionals in the society. Teachers fail to focus on cultivating students' professional abilities, and ignore their subjective role in students' development process. The professional qualities required by English major students should be related to the practical use of English language. Therefore, a sufficient language practice process is needed in English teaching. Students should be given the opportunity to fully practice even when teaching grammar or textbook. However, most schools mainly focus on cultivating students' basic skills in the curriculum, fail to pay attention to cultivate students' practical skills regardless of the selection of curriculum content or the establishment of evaluation indicators. Some schools even blindly judge students' English learning level by English exam grades, which causing students' subjective contempt for English major course study.

### **1.5 There Are Few Opportunities for Professional English Practice**

English subject learning is different from other subjects which is available for practical courses by conducting experiments or project research. English major students can only practice their professional ability by gaining internship opportunity in foreign companies. Even teachers provide opportunities for students' language communication in daily teaching process, it is irrelevant with students' future work content, in other words, English professional ability cannot be fully cultivated, and students cannot have enough opportunities to practice what they have learned. However, due to the limited actual school conditions, it is hard to earn sufficient exercise opportunities for all students. In this case, students cannot develop interest in professional English learning and it is not good for comprehensively training students' theoretical knowledge and practical ability. Therefore, students' good academic record in the final exam does not mean that they can satisfy the recruitment requirements and professional standards of the employer.

## **2. Practical Measures to Exert students' Principal Role in the Classroom**

### **2.1 Enhance Students' Emphasis on Specialized English Learning**

Considering that university students have already owned mature ability to distinguish right from wrong and self-control ability, teachers can cultivate students' correct thinking and help them to pay great attention to English learning subjectively if teaching students the importance of specialized English and future development trends in the first class, which can stimulate students' enthusiasm for classroom learning, help to develop close cooperation between students and teachers, and exert

students' subjective role continuously. By doing so, teachers can improve the teaching efficiency, students can obtain excellent academic record in the classroom, and enhance their English professional quality and competence.

## **2.2 Teachers Should Fully Respect students' Dominant Role**

Teachers as the builders and guides of specialized English course should develop their own awareness and concepts of valuing students' subjective role so that they can exert students' subject role effectively exerted in the teaching process by carrying out teaching work and to help student to take the initiative in learning. Teachers should conduct in-depth research and analysis of students' English level and learning ability according to their actual situation, know their mastery of English knowledge so as to conduct professional English teaching through effective teaching methods, and to timely adjust their teaching progress according to students' daily learning situation. Despite of the long-lasting traditional teaching model, teachers should own professional qualities in line with the trend of the times so as to actively adopt new teaching methods to complete English course teaching. In addition, teachers must further develop students' subjective role in daily teaching activities, provide opportunities for students to communicate, and ask students to actively discuss some questions in the classroom, so as to continuously improve the teaching process, and help students to clearly recognize their subjective role.

## **2.3 Adopt Diversified Teaching Methods**

Despite that the subject of specialized English focuses more on partial liberal arts, with the continuous advancement of modern science and technology, more and more new teaching equipment is being widely used in university classrooms. Teachers can make full use of multimedia technology in the teaching process, and display some teaching-related pictures, videos, and audios for this lesson via multimedia in actual lecturing, which can mobilize students' enthusiasm for learning effectively and stimulate students' interest in learning English based on appropriately introducing the lesson content so as to reflect their subjective role in the classroom and perfect cooperate with teachers. For example, teachers can fully cultivate students' English listening and thinking logic skills by playing original foreign language films for students, and carry out film role-playing classroom activities appropriately so as to give students the chance to communicate in spoken English and to guarantee students to be fully exercised in limited learning opportunities. This can stimulate students' subjective initiative in English learning to a certain extent, and help to give full play to students' subjective role in classroom performance, improve their professional English literacy and ability, and promote students to learn specialized English better.

## **2.4 Innovate Student Performance Evaluation Mode**

The subject is generally evaluated in the form of final exam at the present stage, which will lead students to only focus on the content of the exam and habitually cope with the curriculum examination by using the "pre-test cramming" review mode. In daily English classes, students would not listen to the teachers' instruction, which is not conducive to the smooth progress of students' daily learning. But this is far from enough for specialized English subject as English professional ability cannot be tested only in the form of written test questions and English learning requires long-term practice and accumulation rather than being achieved in a short period time. In addition, English major learning is for the purpose of full application in practical work, instead of for coping with the final exam. Therefore, teachers should timely innovate their own curriculum evaluation mode in the teaching process, combine ordinary grades with final exam grades, and appropriately adjust their proportions, try best to make up for the deficiencies of traditional examination mode and be effective. This can effectively improve students' enthusiasm for specialized English learning and enhance students' English quality. Regarding the proportion of ordinary grades, classroom performance can be set as the main proportion to stimulate students' initiative in the classroom, which can help students enhance their learning capacity and specialty literacy, give full play to students' subjective role, and promote students to master more practical and effective professional skills.

### 3. Conclusion

In conclusion, English learning is playing an increasingly important role with the changing times. Despite some problems in the actual teaching process, we teachers should abandon the traditional teaching concepts and basic models, adopt advanced technical methods, update our teaching ideas, and infuse new vitality to the specialized English teaching classroom. Giving full play to the subjective role of students' learning can help to cultivate students' initiative for English learning, and can guarantee students to set up correct values of specialized English learning and give full play to students' subjective role in the process of classroom learning so as to effectively improve their academic record and professional quality. Students that university teachers are faced up with are adults who have their own unique thinking logic with their own thoughts about the daily learning. Therefore, to guarantee teachers' teaching to be carried out effectively, teachers should actively follow students' comments and opinions so that the teaching work can accord with students' actual situation. And it is conducive to establishing students' subject role in classroom teaching so that the teaching process can be more colorful and meaningful, and teachers can make unremitting efforts to satisfy the needs of English major talents in the society at the present stage.

### Acknowledgment

This paper is the concluding paper of the Research Project of Undergraduate Teaching Reform in General Higher Education in Liaoning Province entitled "The Exploration and Research of the Teaching Mode in 'Students-centered' Foreign Languages Classroom in Applied Undergraduate Colleges", project NO. : (2018)165.

### References

- [1] Analysis of Trouble in Business English Teaching for English Major Students, Shang Haibo. Journal of Qinghai University for Nationalities (Educational Science Edition). 2010 (01).
- [2] Application of Flip Classes in College English Teaching in Remote Areas with Minorities--Taking Dehong Teachers College as an Example, Zao Liyu. Education Modernization. 2019 (83).
- [3] Study on College English Courses Setting Oriented by Academic English, Hou Wenyu. Overseas English. 2017 (11).
- [4] Exploration of Employment-oriented English Major Practical Teaching System, Zhang Suhong. Journal of Jiamusi Vocational College. 2017 (01).
- [5] Implementation of Formative Assessment in Higher Vocational English Teaching, Tang Liping. Science and Technology Vision. 2019 (34).