

The Dilemma of College English Education in China under the New Situation and the Way of Reform and Development

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Abstract: In the new era, College English education is confronted with changes and requirements of personnel training, subject development and social needs, and there are many difficulties in its development. This paper puts forward that the reform of College English education should change the direction of College English development and strengthen the status of College English subject by formulating multi-user teaching objectives, rationally planning multi-user individualized curriculum system, strengthening discipline construction, and improving the mechanism of characteristically training.

1. Introduction

College English education refers to the public English education for non-English majors at the undergraduate stage. Since the 1980s, College English education in China has undergone several reforms, but on the whole, the situation of "time-consuming and inefficient" has not been fundamentally changed. Based on the analysis of the structure and characteristics of the ecosystem of College English education, this paper makes an analysis of the current difficulties, causes and Countermeasures of College English education in China, and explores the application of ecological education mode in combination with teaching practice, with a view to providing reference for deepening the reform of College English education and getting out of this predicament fundamentally. In the new historical period, what deep-seated problems and difficulties are college English education facing?

2. College English curriculum can't keep up with the changes of the needs of all parties

According to the theory of curriculum theory, the three bases for formulating or revising curriculum objectives are the needs of developmental, social development and discipline development. After entering the 21st century, after various major reforms, the needs of three aspects have changed fundamentally, which makes college English teaching face a series of problems. Firstly, with the vigorous reform of English teaching in primary and secondary schools, especially after the implementation of the English Curriculum Standard for Senior High Schools (hereinafter referred to as the New Curriculum Standard) in 2004, the overall level of English in primary and secondary schools has been significantly improved. As shown in figure 1:

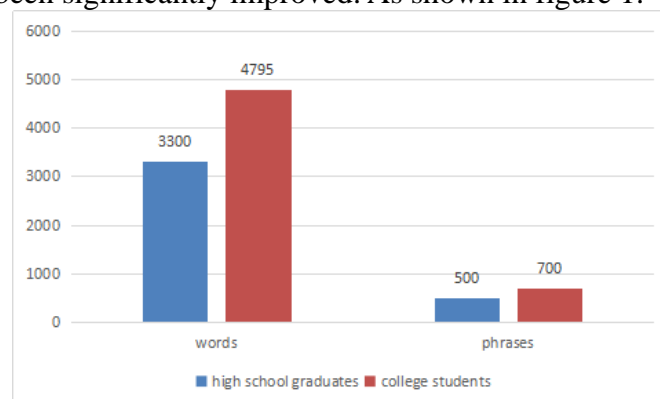


Figure 1. Requirements for constabulary in high schools and Universities

The New Curriculum Standard requires high school graduates to master 3300 words and 400-500 phrases. However, the College English Curriculum Requirements issued in 2007 only requires 4795 words and 700 phrases for college students. There is little difference between the two. The current college English curriculum can not fully meet the needs of college studentship learning differentiation, especially the needs of high-level students in first-class universities. The second is the change of social demand.

After more than 30 years of reform and opening up, China's national strength has been increasingly enhanced, China's participation in international affairs and the international economy has become increasingly high, and the pace of opening up markets overseas has also been significantly accelerated. In recent years, the strategy of "one belt and one road" put forward by general secretary Xi Beijing has pushed China's international cooperation in politics, economy and culture to a new height. With the rapid expansion of international cooperation and exchanges, China urgently needs a large number of talents who can skillfully use foreign languages and professional knowledge to negotiate business with foreign countries, and a large number of cultural envoys who are familiar with foreign cultures and languages. However, the current college English education is still far from the goal of cultivating high-level foreign language talents with international vision and proficiency in international rules. Finally, the demand of discipline development. Professor CAI Angrily has published many articles pointing out that college English is facing a crisis of survival and the possibility of extinction.

The academic status of College English has not been unanimously recognized by the academic community. CAI Angrily believes that college English is a tool for teaching students to master a language, to learn professional knowledge or to communicate internationally. The content of College English teaching is English listening, speaking, reading and writing ability, which is non-research and non-academic. However, in the field of College English majors, foreign language teaching methods and English curriculum design are often studied. However, as a science, its research object and knowledge system should be consistent with researchers and learners. "Obviously, College English is not a subject, but a course." The obscurity of subject status has brought about a series of problems which are not conducive to the sustainable development of College English education, such as the marginalization of College English teaching, the weak ability of teachers in scientific research, the disconnection between teaching and scientific research, etc. To solve these problems, we must strengthen the subject status of College English and improve the ability and level of reteaching and scientific research.

3. Colleges and universities weaken the status of College English

In recent years, some colleges and universities have begun to compress College English credits and reduce college English class hours. This trend is more obvious in higher-level schools. College English compulsory courses in Colleges and universities originally allocated about 16 credits, the course time span is two years. "But in recent years, most of the college English credits in Colleges and universities, especially in key universities, have been reduced to less than 12 credits." Some colleges and universities even reduced it to 4 credits, setting up only one semester of English compulsory courses.

22 of the 400 universities involved in the survey reduced the credits of compulsory courses of College English to less than 4 points, shortening the course to one semester,

Figure 2. The current situation of college foreign language teaching conducted

As shown in figure 2, more colleges and universities are reducing the amount of courses in disguised form by exempting students from taking English credits when they reach the level of CET-4. Colleges and universities have weakened the status of College English curriculum, and some educators have sung down the prospects of College English, making the development of College English difficult and embarrassing.

4. The Realistic Dilemma of Students and College English Teachers

College freshmen are not very enthusiastic about English learning. College students at this stage have studied English for at least 10 years before they enter the university. They have laid a solid foundation and at the same time, they have also experienced "aesthetic fatigue" in English. In addition, compared with the curriculum standard of senior high school, the requirements of College English curriculum are almost the same except for the improvement of vocabulary. This makes the learning content of freshmen neither challenging nor interesting, which leads to slack learning and depression. At the same time, CET-4 and CET-6 are linked to graduation and related to employment, which makes many college students have to take exam-taking as their learning objective and fail to really improve their practical application ability of English.

The career development prospects of College English teachers are worrying and the loss is serious. Current College English basically focuses on the cultivation and training of language skills. The instrumental features of the curriculum make college English teachers labeled as "non-academic" personnel, positioning the career prospects of College English teachers as "teaching artisans" who can not do scientific research. At the same time, although English class time is compressed, due to the hierarchical small-class teaching, College English teachers need to teach multiple levels of courses at the same time, the teaching task is still heavy, and there is not enough time for further study. After years of "overdraft", teacherousness ability is not strong, research results are less, it is difficult to keep up with the pace of discipline development, which is not conducive to the sound development of teaching and scientific research. "Teachers engaged in this course are always inferior to others, without subject support, with unknown academic identity and how to develop."

5. Practical Exploration and Suggestions on the Reform and Development of College English Education

5.1 Establish the concept of student-centered education

Insisting on student-oriented, formulating teaching plan, choosing teaching content, organizing teaching activities, adopting teaching methods and carrying out teaching evaluation should proceed from studentship situation and needs, take full account of the differences among students, and earnestly achieve "teaching by learning". Establish a "teaching community" between teachers and students, change the traditional relationship between teaching and learning "binary opposition". In classroom teaching, students are encouraged to open their mouths and actively participate in the classroom by digging topics of exchange, designing specific situations, and making a good summary of evaluation, so as to guide students to truly become the main body of the classroom. In network independent learning, teachers play a good role in guiding and supervising, so as to ensure teaching. Achievement of objectives.

To increase Deuteronomy in learning, on the premise of meeting the national teaching objectives and requirements, colleges and universities should be allowed to set up flexible English curriculum system according to the characteristics of schools, professional settings and students' needs, increase the proportion of elective courses appropriately, so that students can have more choices. After completing the required credits, students can choose whether to continue learning English or not independently. Language or ESP, in order to optimize the allocation of teaching resources and stimulate internationalist motivation.

5.2 Creating an Open and Integrative Educational Ecological Chain

On the one hand, it extends English education from in-class to out-of-class, actively develops traditional second classes such as English short plays, English speech contests, creation of electronic newspapers and magazines, English corner, and modern virtual classes such as flipping classes, mourning classes and micro classes (Yang Yong, 2016), so as to enable students to show their talents in different situations, improve English communication and practical application ability. On the other hand, the extension of English education from inside to outside school, the use of spare

time or winter and summer holidays to organize students to practice in units where English application needs, but also invite foreign students or volunteers to carry out exchanges in schools, so that students have more opportunities to get personal experience and exercise, in practice and improve in application.

5.3 Creating a Cooperative Development, Open and Harmonious Educational Ecological Environment

Increase effective investment, strengthen the construction of teaching facilities and equipment such as real-time speech room and multimedia classroom, control class size as far as possible, flexibly arrange seat forms, and create a moderate classroom environment when conditions permit; introduce or independently develop advanced teaching software according to school's own characteristics, professional settings and studentships to provide support for the development of Eco-English education. To create an inclusive and open cultural atmosphere, students can learn more about Western culture and customs by broadcasting classic English movies and introducing cultural backgrounds, so as to enhance their intercultural communicative competence.

Emphasize the role of emotional factors in teaching, create a relaxed learning atmosphere, eliminate studentship and distance, strive to be students' friends and learning consultants, and establish a harmonious relationship between teachers and students by sharing their own experience and life experience with students.

6. Conclusion

Guided by the theory of educational ecology and in accordance with the concept of "student-oriented" education, the basic purpose of constructing the ecological model of College English education is to get out of the dilemma faced by college English education in China, to promote the realization of educational objectives and the sustainable development of students, which conforms to the development law of language teaching and the direction of teaching reform in English universities in China. However, as a new interdisciplinary subject, its theory and practice need to be further explored and perfected, and it needs the joint efforts of English education researchers, government departments, schools, teachers and students.

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