

Discussions on the Reform of English Teaching

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Keywords: English Teaching, Reform, Culture, Listening, Reading

Abstract: In order to train a new generation of English professionals, this paper proposes a platform of students as the center to provide interactive communication. The combination of conscious language learning and unconscious language acquisition emphasizes the role of cultural differences in teaching as well as the listening ability. The emphasis on reading as the best way to enter English teaching reform, can meet the needs of social globalization and international exchange.

1. Student-centered to Provide an Interactive Platform

He advocated a student-led and teacher-led teaching mode, in which teachers should strive to create a classroom language environment that enables students to take the initiative to learn. Teachers should re-understand their role. He is not a simple deliverer of knowledge. It should be director, conductor, organizer, inspiring students to discover problems, investigate causes, and discuss ways to solve them. Teachers and students to ask questions interactive mode classroom is the teacher and students, students and students the most important place of communication. Questions are the most important interaction in the classroom. Classroom questions play a crucial role in organizing classroom teaching and learners' language acquisition [1]. Through the classroom questions, teachers can understand the degree of understanding and mastery of the students' knowledge.

Teachers' proper questions can inspire and guide students to actively analyze and think about the texts and related contents. Students' questions can solve their own problems in learning, cultivate students' ability to solve problems and feedback the difficulties missed in teaching. At the same time, the questions also help to improve students' English listening and oral skills, increase students' opportunities for oral communication, and promote students' practical ability in English. Under the impetus of English teaching reform, people's understanding of teaching process has changed. The teaching process no longer just refers to the impartation of teachers' knowledge, but also the process of process communication between teachers and students and the positive and interactive process. It also becomes the process of students discovering problems, asking questions and solving problems. Therefore, we think the questions in classroom teaching should be the communication between teachers and students, the equal dialogue between teachers and students, and the students [1].

2. The Combination of Conscious Language Learning and Unconscious Language Acquisition

Practice has proved that foreign language teaching should learn and acquire two ways: 1, conscious language learning. 2, unconscious language acquisition [2]. In fact, adolescent college students, their ability to think is better than children. Conscious memory and long-term memory are also stronger than children. This is the favorable condition for them to strengthen conscious learning. The unconscious mental activity has always existed in human life. According to research, adults still have the ability to naturally acquire (acquire) language. In the language learning process, language factors and non-language factors will affect the learning effect. For example, student initiative can not be ignored. And this kind of subjective initiative is closely related to conscious and unconscious factors. So conscious learning and unconscious learning are indivisible interdependence and mutual promotion of two aspects. Partial waste of any one of them will bring more effective foreign language learning effect. In language learning should organize all aspects of

teaching, from the textbook content, classroom teaching, teaching forms to extra-curricular learning, and strive to create a good language environment.

3. Pay Attention to the Role of Cultural Differences in Teaching

The extent to which cultural differences affect English learning depends on the individual learner, individual teacher, and overall teaching goals. Some learners perceive subtle cultural cues and react to them, but others are less likely to respond or react to unfamiliar cultural information. This plasticity appears to be due in part to personal and psychological factors, in part from previous foreign language learning experience. There is no doubt that the cultural shock of a person learning a foreign language is unimaginable [1]. Similarly, the degree to which teachers are exaggerating or reducing the cultural significance of language learning is different. Language teaching is the process of culture, the interdependence of language and culture. Language teaching can not be separated from the culture and history of the language school. It is the carrier of culture and the integral part of culture. Without language, there is no culture. On the contrary, language but also by the influence of culture, reflecting the culture, understanding the language must understand the culture, understanding the culture must understand the language, language and culture are complementary, interrelated and inseparable. Therefore, to improve the teaching quality of English, teachers must make students understand the cultural differences between China and the West [2].

4. Continue to Improve Listening and Speaking Ability

The current university English syllabus requirements and social needs of a certain distance, according to the feedback of employers, college students listening ability, they think very strong or strong only 5%, poor or very poor is only 37%. Only 16% of speakers can understand or basically understand the international conference speech [1]. Only 14% of them are qualified or basically competent to participate in the negotiation of external business. This shows that the English language learners in our country have a poor overall linguistic competence, Oral level is not optimistic about the fact that college English listening and speaking teaching reform is imperative. Famous American foreign language expert Wilga. M. Rivers believes that listening and speaking of verbal communication activities in human activities, accounting for 45% of the actual time, said 30%, reading 11%, write 9%, we can see the importance of listening and speaking [2]. Listening comprehension process is divided into three stages: the first stage is called the initial recognition stage, students can only be based on their existing voice, grammar knowledge to identify the voice, with their own experience in the first language of listening to the material cut sub-paragraph, basically this is a passive receiver stage. The second stage is called the recognition stage. It is a stage of material identification by dividing and organizing the sound segments.

During this stage, the students can actively and carefully analyze the materials to be processed and then process them so as to achieve a rough to understand the degree, the third stage is known as the comprehension and the establishment of the stage, repeat the content of the listening material, can make the students have mastered the content with the information heard again, so that students can correct. Students can re-understand the hearing content can be converted into more easily retained information is stored in memory, which is the semantic information. With semantic information, students can acquire expressions. Therefore, we can conclude from this that students who have heard more, have profound understanding and have better oral ability are more able to express themselves. On the contrary, students who hear less, understand less, and have narrower scope will be stretched when they express their meaning [2]. Hearing is an indispensable part in the cultivation of college English teaching ability. It is not only an important way of language input, but also an important channel to learn the language nutrition. In the teaching process, in order to meet the needs of English listening and speaking ability under the new situation, teachers should firmly grasp the comprehensive ability of students to exchange information in English. This principle should take students as the center and organically integrate the cultivation of abilities in listening, speaking, reading, writing and translating. In a comprehensive and coordinated manner, various

means and means should be adopted to reform the traditional teaching mode of listening and teaching and conduct a lively and vigorous development teaching activities to improve college English listening and speaking teaching level.

5. Attach Importance to Reading

College English Syllabus has some requirements on listening, speaking, reading, writing and translating. However, reading is one of the main ways of language information. It is the main source for learners to obtain a large amount of language raw materials, which is to improve the ability of English comprehensive application. English is a foreign language to our students, which is very different from the second foreign language acquisition. Although there are many languages input channels nowadays: radio, audiovisual materials, the Internet, various English newspapers and periodicals, the man-made language environment is limited after all. How to eliminate the disadvantages of traditional reading teaching in English teaching and how to optimize the reading teaching mode and improve the reading comprehension ability and level of college English reading are the topics that college English teachers are constantly exploring. Experts and scholars in our foreign language teaching have all published brilliant opinions on this issue. Professor He Qixin of Beijing Foreign Studies University believes that thinking in English is the realm that many foreign language learners want to obtain, and reading is the best way to achieve this state. Professor Li Guanyi of Shanghai International Studies University believes that if students want to improve their English, they must read a lot, and pointed out that reading should be refined, pan combination, reading and silent reading combination.

On the basis of fully understanding the reading psychology, reading the cognitive model and seeing the shortcomings of the traditional reading teaching, English teachers should learn from the past experience strengths and improve the shortcomings. In the future English reading teaching, they should actively improve and innovate their reading ability, not just a simple accumulation of certain kinds of knowledge. Reading from another perspective, reading activities is actually both an accumulation of linguistic knowledge and a practice and realization of linguistic knowledge. First of all, reading can expand the vocabulary, and almost all the words accumulated during reading are "live words." Students use it because these words are not repeated by rote but by words in different contexts enter the student memory; optimizing reading teaching should pay attention to the following three points: First, to strengthen the accumulation of vocabulary students: vocabulary is the basis of English reading is an important factor in reading comprehension, efficient reading and correct understanding are based on a certain based on the vocabulary. Too small vocabulary will limit the reader's thinking, limit the speed of reading, and ultimately affect the reading effect; Second, emphasis on the teaching of cultural background knowledge: language is the carrier of cultural thought, it is not abstract concept independent of human society, it is part of a society and a nation. Different languages bear different cultures and English teaching. Teachers should consciously and extensively teach the cultural backgrounds of English-speaking countries and teach the differences between Eastern and Western cultures, customs and social aspects in order to enable students to better study their reading skills in the future. Third, to enhance reading skills training: Predicting and extracting detailed information, obtaining a comprehensive impression, speculating on the author's opinions and tendencies, identifying functional discourse patterns and marks based on the contextual guessing meaning, and continuously practicing and accumulating teachers and students in daily teaching and learning so as to improve students' reading comprehension. It can be said that reading can cultivate language sense, which is indispensable to improve language output ability.

6. Conclusions

Deepening the reform of English teaching is an important breakthrough in improving the quality of college English teaching. After years of hard work, great progress has been made in college English teaching. The majority of educators have paid sufficient attention to the cultivation of

students' ability to improve their English proficiency. Of the training has made great progress, combined with experience and lessons continue to optimize the English teaching methods, of course, the exploration of the college English teaching mode has a long way to go, we need the educators to persevere to make efforts to promote the level of English teaching further improvement.

References

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