

Analysis on the Path of English Pronunciation Teaching in Colleges and Universities

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Abstract: Pronunciation is the pronunciation of language, the carrier of language symbols and the foundation of learning language. College English pronunciation teaching aims to help students develop their sense of English language and improve their English pronunciation and intonation level, especially important for English majors. Only by learning English pronunciation knowledge, can we improve our English listening, speaking, reading and writing skills and get better English application level. However, there are still some problems in English pronunciation teaching in colleges and universities, and the teaching effect is not significant, which needs further optimization and improvement. This paper first analyzes the current situation of English pronunciation teaching in colleges and universities, and then discusses the implementation path of English pronunciation teaching, with a view to constructing an effective English pronunciation teaching mode, aiming to play an important role in English pronunciation teaching.

Keywords: College; English Pronunciation; Teaching; Problem; Path

1. Introduction

With the aggravation of global integration, English, which is the first common language in the world, is becoming more and more important. It is of great practical significance for China to broaden the international market and improve social and economic benefits. The main position of English in the international language system also determines the importance of English teaching in education, and especially English pronunciation teaching is the key to learn English well. However, under the traditional teaching mode, there are some problems in English teaching in colleges and universities, such as emphasizing the cultivation of English knowledge and skills while neglecting English pronunciation learning, which leads to the low quality of English teaching and the weakening of educational function, affecting the development of students' comprehensive English ability. Therefore, college English teachers must combine the needs of English application to formulate and optimize English teaching content, and improve the shortcomings of current English pronunciation teaching.

2. The deficiency of English pronunciation teaching in colleges and universities

2.1 Course teaching is not valued

English pronunciations course is based on theory and aims at strengthening other abilities of English listening, speaking, reading and writing. It is a "touchstone" to reflect a student's English level. It is of great significance to the cultivation of students' English major and the future employment development. However, the current English pronunciation course is obviously not highly valued, far less than the comprehensive English, English reading and writing courses in colleges and universities, which is mainly reflected in the serious shortage of class hours, the lack of teaching planning and English teaching ideas. Based on this, students do not pay enough attention to English pronunciation learning, because

they think that it is not easy to speak English fluently. It is not important for the accuracy of pronunciation or not, as long as it can be understood by others.

2.2 Students lack of English pronunciation foundation

At present, many college students' English pronunciation foundation is seriously insufficient. It is difficult to correct the habitual wrong pronunciation in a short time. According to the survey, more than 70% of freshmen in colleges and universities are unfamiliar with English pronunciation symbols, and some even can't read them at all. At the same time, due to the influence of regional dialects, many areas in our country do not pay attention to the correct guidance of students' English pronunciation in basic education, which leads to many students' difficulties in self correction and improvement even when they realize that the pronunciation is not standardized. The lack of English pronunciation ability affects these students to expand their English vocabulary and improve their English language skills.

2.3 The effect of traditional English pronunciation teaching is not good

English pronunciation teaching is one of the important parts of English teaching. The theoretical knowledge involved in it is systematic and complex. Most teachers often strengthen the explanation and demonstration of pronunciation methods and skills in English language teaching, while students have relatively few opportunities to speak. In addition, teachers can hardly find students' questions in pronunciation and intonation due to the large class teaching mode. It is also difficult to carry out targeted guidance and correction. As a result, English pronunciation is difficult to play its role. As soon as students open their mouth, they will be "Chinglish" or become "dumb English" who dare not speak.^[1] Under the influence of the traditional English pronunciation teaching mode, students are always in a passive position. The boring pronunciation knowledge makes students confused, so it is difficult to combine it with English practice.

3. Exploration on the promotion of English pronunciation teaching in colleges and universities

3.1 Improving the importance of English pronunciations

Thinking determines the awareness of action. As far as English pronunciations course is concerned, only when we improve our understanding in thought can we pay enough attention to teaching. Therefore, in order to improve the quality of English pronunciation teaching in colleges and universities, the first thing to do is to change the concept of colleges and students and realize the importance of English pronunciation in English teaching. As a university, we should do a good job in the course design of English pronunciation teaching, increase the proportion of the course in English teaching, and highlight the importance of English pronunciation learning. Secondly, English teachers should have a deep understanding of the effective role of pronunciation teaching for students to lay a solid foundation in English and flexibly master the application of English, so as to be able to communicate fluently with standard English pronunciation. Only in this way can English pronunciation learning be practically applied.

3.2 Skillfully designing flipped classroom teaching mode

As a new teaching mode, flipped classroom has been widely used in the field of education in recent years. Flipped classroom gives students the initiative to learn English pronunciation, which is the biggest difference between traditional teaching mode and flipped classroom. Although pronunciation knowledge is difficult, most students still have a certain foundation of pronunciation knowledge in the basic education stage. What teachers mainly do is to correct the pronunciation and intonation, so that students can use standard pronunciation. Under this premise, the flipped classroom teaching mode can effectively shorten the teaching time of English pronunciations, and students' learning initiative will also be improved. Teachers can assign the teaching task of each pronunciation knowledge point to the students, which can not only urge them to do a good job of preview before class and actively explore the content of pronunciation knowledge, but also effectively stimulate students' awareness of autonomous learning, exercise their ability of exploration and research, and the application ability of pronunciation knowledge. Through this teaching mode, teachers can more clearly understand the students' actual English pronunciation level from the students' performance, and find the existing problems, so as to carry out targeted teaching guidance. In particular, the majority of English majors are female students, and they are more likely to engage in English education, English translation and other aspects in the future. The flipped classroom teaching mode enables students to show their own teaching organization ability and language expression ability as much as possible, so that they can play the role of teachers in learning, and also provide students with good opportunities for practical operation^[2].

3.3 Strengthening the construction of teachers in English pronunciations teaching

Strong teacher construction is the basis of effective teaching, which determines the quality of students' English pronunciation learning. Therefore, colleges and universities should build a professional and high standard teaching team according to the teaching needs, so as to provide effective support for English pronunciation teaching activities and help improve the ability of English pronunciation teaching in colleges and universities. Therefore, university leaders should train the backbone of English pronunciations teaching and discipline leaders, with the help of their in-depth research on English pronunciations teaching and scientific research, realize the creation of high-quality professional courses, and lead other English teachers to improve their understanding and enhance their learning progress. In addition, colleges and universities should select young teachers with awareness and ability, strengthen the re training education, and invite foreign teachers with teaching influence to guide the oral pronunciation of internal English teachers, continuously improve the overall pronunciation level of English teachers, and create a good English learning context for students.

3.4 Optimizing and adjusting teaching methods

The teaching method is indefinite. The reasonable use of teaching methods is the key factor to improve the quality of teaching. Colleges and universities should combine the characteristics of English pronunciation teaching and carry out teaching activities with the method of comparison between English and Chinese, so that students can intuitively understand the differences in pronunciation and structure between English and Chinese, and understand English pronunciation more quickly and easily, for improving their sensitivity to language structure. Moreover, in order to change the traditional teaching mode, teachers should combine English pronunciation practice with English listening and reading training, so as to promote students' English pronunciation ability comprehensively. In addition, the language of each country is the epitome of a national culture. Teachers should infiltrate the cultural knowledge of western countries in the daily English pronunciation teaching, and guide the students to practice different oral pronunciation in different contexts through the construction of situational teaching, so that students can form a cross-cultural English pronunciation system.

3.5 Creating high quality pronunciation environment with extracurricular activities

After all, classroom teaching time is limited. Teachers should be good at using all available spare time to enable students to break through English pronunciation ability through continuous learning practice. At the same time, after-school practice is an effective review and consolidation of classroom teaching. Corresponding after-school exercises must be arranged, such as imitative English reading, and require students to strengthen their oral practice and recite homework after class. It should be submitted through the network learning platform and teachers should timely review and correct the deficiencies. For students' progress, more praise and encouragement should be given to stimulate students' learning enthusiasm. In the long run, students will form a habit of reading English and be influenced by good pronunciation. In addition, college associations should organize more English themed activities, such as English song contest, English drama performance, English debate contest, English campus broadcast, etc. in all kinds of campus activities, English hosts should be arranged to expand English communication opportunities in various forms of activities, so as to create more English language environment for students.

4. Conclusion

In short, the purpose of English pronunciation teaching is to improve students' English pronunciation level, and then improve their comprehensive English application ability. Colleges and universities must pay attention to English pronunciation course and improve the construction of professional teachers. Teachers must combine the needs of society for English talents and the characteristics of English learning, improve English pronunciation teaching mode and methods, so that students can master the correct English pronunciation, and lay a solid foundation for the application of oral English.

References

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