

A Brief Analysis of the Problems and Solutions in College Public English Courses

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Abstract: In the process of practical teaching, it is found that there are still some problems in the implementation and promotion of college English courses. This paper introduces the background of the course, makes clear what the course elements are, points out the problems in college English courses, and puts forward corresponding solutions, aiming to provide practical methods and strategies for front-line teaching workers.

Keywords: Courses; College public English; Questions; Measures

1. Background

Cultivating people by virtue is the only meeting point to realize the synergistic effect between various non-courses and theoretical courses. Cultivating people by virtue requires higher education to “advance together” in the process of talent training, and “education is the prerequisite and necessary foundation of talent cultivation”.^[1] This requires us to fully explore and integrate the curriculum elements in the process of university curriculum teaching, so as to realize the synergistic effect with the ideological and political theory courses, and achieve the purpose of education and education in parallel.

Through the visual analysis of the foreign language course literature published during 2017-2021, it is found that the research contents during this period include three categories, namely, the implementation of the course at the macro level, the practice and textbook construction in the specific course, and the problems and suggestions in the course process. During the period of 2019-2021, the research topic of foreign language courses has shifted to the themes such as “classroom teaching”, “collaborative education” and “three comprehensive education”, reflecting the trend of refinement of foreign language courses.

2. From what aspects to dig into the curriculum elements

In the college teaching system, the basic function of English course is to help students master a foreign language and realize the communicative function of English. At the same time, English courses should also help students to broaden their international vision, improve their value judgment ability, cultivate students’ inclusive broad mind, in the process of learning English courses, help students to consciously improve their cultural confidence and national pride, to achieve this series of goals, dig into the curriculum elements of great significance^[2].

3. There is a problem

The public course of English in the university still faces some problems, which are mainly reflected in the lack of teachers’ personal ability, insufficient integration of elements and the lack of effective evaluation mechanism.

3.1 Snarrow education goal

In terms of educational goals, we should pay attention to micro goals and ignore macro goals. The educational objectives are hierarchical, from top to bottom: (1) the educational objectives of the country, school and department; (2) the general objectives of college English courses; (3) the curriculum objectives of specific English courses; and (4) the teaching objectives of course related units. In the process of practical teaching, many foreign language teachers only pay attention to the micro teaching objectives of each unit, focusing on the explicit core knowledge and core skills such as words, sentences, discourse and pronunciation, while ignoring the goal of superior education, which has become a major obstacle to the promotion of courses in English teaching. This

phenomenon is mainly due to the fact that in the past few decades, a foreign language was only regarded as a language tool and only highlighted its communication value. This thought leads to the cultivation of foreign language professional teachers and talents, improve listening, speaking, reading, writing the basic knowledge and skills training, ignoring the humanistic promotion, no “students as a” whole “education”, ignored the cultivation of students’ sound personality, which led to the work, the teaching content of focus still tend to language instrumental properties. At present, with the advent of the new era, under the background of many international strategies including the “Belt and Road” initiative, the orientation of foreign language discipline has also changed. “Foreign language discipline is undergoing a process of transformation from instrumental and applied to humanistic and innovative”. How to integrate the Chinese vision in foreign language courses, increase the humanism and interdisciplinary nature of foreign language subjects, and be compatible with the goal of superior education have become the key to the success of cultivating compound talents, which is exactly the ^[3] that English teachers in universities lack.

3.2 Difficulty in mining and integrating course elements

The mining and integration of content is a big problem in foreign language teaching. It is believed that the content of foreign language teaching is in a central position in all aspects of the course. As foreign language teachers, they should dig deep into the educational elements including value orientation, emotional character and self-management ability, and achieve the course objectives in a way of “imperceptible and moistening things silently”. The materials of foreign language teaching mainly include the selected materials and teachers.”The construction of teaching materials is the embodiment of the will of the country”. All disciplines should deeply study “the essence of ‘what to teach’ and ‘how to teach’ “, and all teaching materials should consciously integrate “the elements of ideological and political education with knowledge and ability”. He Lianzhen believes that in the process of compiling textbooks, the connotation should be reflected from four aspects: “political identity, national feelings, cultural accomplishment and moral cultivation”. It is believed that the compilation of English textbooks should take the language difficulty listed in The Chinese English Ability Scale as the reference frame, present the course elements in explicit form, adopt the comparison between Chinese and Western elements, and efforts should be made to integrate the course elements, such as the integration of educational elements in introduction and practice design. However, through the analysis of the published course versions, it can be found that many textbooks have the following three problems: (1) the element mining is far-fetched and deliberately meaningful; (2) the single element, usually presented as a separate plate, with superficial content, general talk, less quantity and light quality; (3) the integration of elements and course content is not enough to achieve the goal of “telling Chinese stories”.

4. Solutions

4.1 Improve teachers’ ability to handle elements

The processing ability of elements can be reflected in three aspects: mining, selection and presentation of elements. The improvement of these three abilities can solve the problem of narrow education goal and make up for the deficiency of English teaching materials. In the context of the defects of the version, it is particularly important to give full play to the subjective initiative of foreign language teachers, and teachers need to make up for the shortcomings of the teaching materials by selecting their own materials and curriculum arrangement. In the process of exploring the elements, the first thing to do is to make it clear that the educational elements should “come from the teaching content itself, rather than be far-fetched”. Teachers need to understand the educational objectives of the teaching unit, ensure that the educational objectives meet the superior target requirements, and ensure the relevant teaching classes to attract students. Meanwhile, they need to “establish good cooperative relationship” with teachers to examine whether the excavated elements are compatible with the requirements of superior education objectives from a professional perspective. Secondly, in the selection of elements, there should be a choice. All subjects face the excavation of curriculum elements, and inevitably face the problem of element exhaustion. At this point, teachers should realize that the subjects they teach are only a part of the whole teaching system, and it cannot cover all the educational elements, and the cultivation of students requires the cooperation of all disciplines. Restricted by the teaching content, there are not many curriculum elements excavated in each teaching unit. In view of this situation, the teacher should highlight some educational elements and expand their depth. last, In the presentation of the elements, To “hide” the hidden goal of the “educational element”, Can not be presented in didactic form, It’s about being student-oriented, Through teachers guiding students to participate and think actively, Only in this way can we achieve the effect of “moistening things silently”; besides, Teachers need to “teach them how to fish”, In the presentation of the teaching content, Minless effort on factual or conceptual knowledge, Because this kind of knowledge can be easily obtained by personal access, Teachers need to help students acquire methodological knowledge and value-orientation knowledge, In the form of inquiry, Help students to acquire these two types of knowledge; last, Teachers can also consciously integrate “educational elements” into the designed after-class

exercises, In order to consolidate or enhance the students' corresponding ability [4].

4.2 Establish a course micro-evaluation and feedback system

In terms of evaluating the teaching effect of courses, Kirkpatrick's four-level training evaluation model can be used to evaluate at the four levels of "response assessment, learning assessment, behavior assessment and achievement assessment". In terms of assessment difficulty, the four levels are from low to high. Among them, the response assessment focuses on students' subjective feelings and satisfaction with the course; the learning assessment focuses on the results of students' knowledge mastery, skill training, character building and other aspects; the behavior assessment focuses on whether students apply the quality acquired qualities in the course to their major and work; the achievement assessment focuses on the more profound impact of course teaching activities on students, such as, whether students meet the standards of talent training, whether it is useful to enterprises and beneficial to the society.

5. Conclusion

This paper analyzes the development background of the course and clarifies the large scope of the course elements. At the same time, combining with the teaching practice, it is found that the current English curriculum faces three major problems, namely, the narrow goal of curriculum education, the difficulty of mining and integrating the curriculum elements, and the lack of scientific and effective evaluation mechanism of the curriculum implementation effect. In view of these problems, the author believes that the following three measures can be taken, namely, to improve teachers' ability to handle elements, build a course teaching case resource base, and establish a micro evaluation and feedback system of course effect. The exploration of curriculum elements and the evaluation of curriculum effect need multi-party cooperation to achieve the best effect, and the construction of the whole system is the direction of further in-depth research.

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