

Establishment and Application of College English Education (Teaching and Research Report)

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Abstract: In order to promote college students in the process of English learning effectively and high school English learning stage to achieve "natural join", avoid "knowledge fault" produce "learning gap", combined with student research cooperation, currently targeted to collect teaching content integration, systematically the high school English vocabulary learning and high school English grammar content to establish English learning electronic repository, namely establish English learning electronic files. This research is beneficial to consolidate college students' English foundation, improve the university level of English, enhance students' interest in learning, reduce blind area, at the same time, help college English teacher directly on the basis, expand knowledge level for identifying scientific research to a new level.

Keywords: Knowledge transition; College English education; Teaching for solidifying foundation

1. Research Contents

The new edition of the *New Progressive College English Integrated Course* textbook has rich and detailed content, including six units, organically integrating ideological and political courses and online new media teaching methods. The second semester is also true of College English. Each unit starts with a Opener of about 100 words, and simply highlights the theme of this unit. After Overview / Opener, the unit content is divided into Reading & Interacting, containing a text and related exercises; lesson 4 is Reading & Comprehending; lesson 5 is Integrated Skill Practicing. At the end of the unit, Garden of Poems / Quotations is written to help students improve their humanistic quality. Teaching and learning through electronic APP teaching, participating in pre-class task layout, classroom interaction, classroom practice and after-class homework for online teaching mode, converted to online teaching mode, and the rest of the time for offline face-to-face courses. Tradition and innovation are combined. In each class hour, students can improve teamwork, critical thinking ability and oral English communication through presentation, and continue to promote English following reading and dictation exercises to consolidate what they have learned before. In the first semester, the teacher sent the sorted vocabulary to the students' memory. In the second semester, the tasks were assigned. Through three groups of students to create shared forms, the students were guided to independently collect and expand the content of the vocabulary bank of this unit, realizing "we interact, we remember".

Innovation mode: explore new research fields: transform the teacher identity into a new multi-level and three-dimensional education mode of "supporter- -mentor- -counselor- -valuator- -organizer- -partner- -co-learner- -initiator". Establish a new teaching system: with campus English radio, voice laboratory, electronic reading room, campus English network and other modern teaching equipment to expand the space for English learning, expand the input of English language, improve students' comprehensive application ability. The "Internet +" multi-level and three-dimensional teaching mode is the revision and improvement of the original academic views.

2. Research Status and Development Trend at Home and Abroad

There are contradictions and gaps between students in the freshman year and high school English (as of the college entrance examination). There are learning difficulties due to the difference between students' actual level and the difficulty of the syllabus. Teaching obstacles: 1. It is difficult to guarantee the normal progress; 2. Students feel the learning motivation is weakened, and both sides are trapped in a dilemma. As to gradually consolidate the weak foundation of students, teacher guides the new knowledge by the "dam turning" and "soft ladder" principle.

Vocabulary is the foundation of language development, the foundation of language learning, and an indispensable compulsory course for college students. However, vocabulary is also the bottleneck of English learning. Only by actively and assisting in ways to improve interest, can we truly learn vocabulary and learn vocabulary well [4]. English corpus plays a vital role in English learning for college

-188-Advances in Higher Education

students. It is relatively fast for English translation and English learning, and it is a learning way worthy of recognition [2]. Grammar has always played an indispensable role in English learning, not only in high school years, but also in college years [1]. If a language learner freely implements various forms of "self-expression" on the basis of his own language ability, life experience and cultural knowledge, then his language learning will enter the best state and achieve the best results. Similarly, if a language teacher can guide or guide the learners to fully implement the "self-expression", then, his teaching will also reach the best state [5].

3.The Main Ideas of the Study

Students learn the college English course is the students throughout the first year and second grade, which teaching material is *Integrated Course* by Shanghai Foreign Language Education Press. Students need to learn 4 semester for 4 credits required courses, the forerunner is high school compulsory English course, the follow-up course is "college English" series courses or students' specialized courses. By discussing with students the scope of vocabulary and grammar learning in high school, Found that at around 3,500 words, Grammar around nouns, pronoun, number, preposition, conjunction, adjectives, adjectives, adverbs, articles, verb, subjunctive, past participle, present participle, gerunds, sentence components, subject-verb agreement, simple sentence, parallel sentence, nominal clause, attributive clause, adverbial clause, direct quotation and indirect quotation, "certain + be" structure, emphasis, independent case structure, inversion, omit usage, construction, insert, the main aspects, Therefore, on this basis, the high-frequency vocabulary electronic database and grammar learning electronic resource database of students are collected.

4. Specific Steps of the Study

However, after teaching and research discussion, the common problem is that students have differences in the connection between the English foundation and the direct study of college English series courses, and there are challenges in the natural transition from "high school English" to "college English". In September 2022, Professor Zhou Jisheng suggested establishing a corpus for college students' English learning, so that college students can effectively contact high school English teaching and scientific research, and apply it to the field of translation teaching. In order to explore students' real learning level, in October 2022, students' high school learning will be tested in a limited time, covering grammatical test questions such as nouns, adjectives, pronouns, inversion, and clauses, and one question covers one or more grammar points. More than 200 students participated in the grammar test, including those from Qingdao Hengxing University of Science and Technology, taking the major of international education of Chinese language as an example, 44 students from the two classes took the test, 12 in 100 points, 12 in 85-99, 5 in 70-85, 2 in 60-70, 13 in less than 60.



Graph: Statistics

The "Basic Resource Pool of College English" covers students' English vocabulary and grammar knowledge in high school English before entering the university, which effectively helps students to transition and improve their knowledge, aiming to improve the effect of English learning. As the saying goes, "work to do a good job, must first sharpen its device", under the recommendation of professor Zhou Jisheng, teachers will relate to actual situation of college students. College English Transition Learning Resource bases on the latest "ordinary high school textbook", which is compiled from *Complete Grammar* and *English Glossary* by Wu Cai Sheng Research Office as editor-in-chief, Yunnan Publishing Group CO., LTD and Yunnan Fine Arts Publishing House. English repository for base of practice is a collection of English vocabulary knowledge and grammar knowledge under the background of senior high school, helping students to learn to a higher level.

Progress Results:

Degree of difficulty	Vocabulary	Sentence	Reading	Translating	Writing	Total difficulty
	$P_1=0.91$	$P_2=0.70$	$P_3=0.61$	$P_4=0.73$	$P_5=0.83$	$P=0.75$

The chart is the result of the final examination of the first semester of the Chinese international education class. Compared with the class, the examination questions are more difficult for the students in the class. Students have a good degree of comprehensive knowledge, but they lack the ability to flexibly master the foundation of English words and read them skillfully, which can improve the students' reading comprehension level. Students in the 2022 Chinese International Education undergraduate class have good scores in the first choice question and the fifth writing question, and usually have a solid foundation of English choice. However, the students lost more points in reading and filling in the blanks. It is suggested that students should strengthen the training of reading, English chapter understanding and translation in their daily teaching, so as to gradually improve students' English use ability. Students need to vigorously cultivate the learning ability of English input and output. They should master the vocabulary, grammar, key knowledge and other contents in classroom English learning, invest time and energy to consolidate the foundation, and gradually form good English reading habits and accumulated independent learning ability of English knowledge in daily learning. In the future classroom, teachers need to guide students to strengthen the arrangement of English foundation and reading learning tasks, strengthen the ability of independent learning and flexibly use English writing knowledge and improve the level of English reading comprehension. It is suggested to strengthen the practice of college English listening, reading, filling, and translation in daily teaching, so as to improve students' comprehensive English reading and writing level.

5. Study Purpose and Significance

Transfer, as an important factor influencing English learning, has been the focus in the research of the second language acquisition^[3]. Many language misuse of Chinese learners is influenced by the concept system of their mother tongue (Chinese), which is systematic, phased and unique. The establishment of high school English learning files contributes to the transfer of two language acquisition (Second Language Acquisition) based on high school learning in the university learning stage; on the other hand, it also has great significance for the teaching and learning of English vocabulary, grammar and grammar metaphor, as well as the research methods of English teaching.

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