

A Study on the Reform Path of College English Teaching in the Context of New Liberal Arts

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Abstract: College English is not only an important way for students to acquire basic English knowledge and professional skills, but also a necessary path for internationalization in the future. With the popularization of higher education, college English teaching has made remarkable achievements and cultivated many skilled talents of high-level English majors. However, due to the simplification of teaching objectives, the traditionalism of teaching mode, the low attention of students and the low degree of specialization of teaching subjects, college English teaching urgently needs teaching reform, which should meet the needs of contemporary economic and social development and the employment needs of enterprises. Therefore, this paper suggests that college English teaching reform should be carried out from the aspects of enriching teaching objectives, changing teaching ideas, optimizing teaching materials, and adopting diversified evaluation methods, in an attempt to help teachers and students get a feasible way to better meet the needs of national development.

Keywords: College English teaching, Reform path, Teaching mode, Comprehensive and healthy development.

1. Problems in College English Teaching in the Context of New Liberal Arts

1.1. Simplification of Teaching Objectives

For a long time, the educational goal of college English teaching in China has always been “listening, speaking, reading and writing”. However, in the actual teaching process, reading and writing are still the main ones, ignoring listening and speaking, which is not conducive to cultivating college students’ reading and speaking ability to a certain extent, which undoubtedly becomes a major defect in college English education. The main reasons for this phenomenon are as follows: for one thing, teachers regard English teaching as an ordinary subject, and still follow the traditional teaching methods in teaching, that is, explaining words and texts to students in class, and paying too much attention to students’ scores in examinations rather than their oral and comprehensive abilities. This leads to students’ daily learning only to cope with the exam, not to really master the relevant English knowledge. At the same time, teachers’ theoretical knowledge and practical ability are not very rich, which makes them unable to impart rich theoretical knowledge to students, resulting in students’ weak practicality and theoretical knowledge in English teaching. For another thing, many colleges and universities do not pay enough attention to the improvement of teachers’ ability, which leads to teachers only teaching in the traditional way, ignoring the application-oriented function of English teaching. In this context, the diverse learning needs of students can not be met, and the training of talents in colleges and universities can not meet the needs of enterprises and the market, resulting in a great waste of teaching resources.

1.2. Traditional Teaching Mode

In the context of the new liberal arts, college English teaching has always followed a teaching method, that is, the teacher as the speaker, preaching for the students, and

students as listeners, without their own independent thinking and innovation consciousness. In this context, the quality of college English teaching has been greatly reduced, and students’ interest in learning can not be effectively improved. As a result, learning English teaching only stays at the surface, which has a great negative impact on teachers and students. At the same time, college students have the features of individualization, large number and obvious characteristics. If teachers only teach according to one teaching mode, it may lead to “cramming” teachers, which are difficult to arouse students’ interest in learning, and it is difficult to achieve the teaching purpose, which is not conducive to the good teaching effect of college English teaching. In addition, in the process of college English teaching practice, there is a teacher who teaches extensive reading, intensive reading, listening and oral English courses, which will undoubtedly weaken students’ learning enthusiasm, seriously reduce teachers’ teaching quality, and is not conducive to the sustainable and healthy development of English teaching in the future. In addition, there is a teaching mode in college English teaching classes, that teachers who teach extensive reading, intensive reading, listening and speaking are held by different individuals. The advantage of this teaching mode is that a teacher can accurately master students’ learning characteristics, set teaching courses and contents according to their learning characteristics, and can deeply interpret and explain a course, and then let students practice and practice repeatedly. Under this teaching mode, there are many opportunities for interaction between teachers and students, and students can be the main body of the classroom. Teachers only answer questions and solve problems, which lays the foundation for a good relationship between teachers and students, and also provides impetus for innovation in college English teaching. However, under this mode, teachers’ explanation is more mechanical and unitary, ignoring the practical characteristics of English teaching, and then neglecting to cultivate students’ reading, listening and speaking abilities, which leads to great obstacles for students in their future employment career. Therefore, it is necessary

to innovate the college English teaching mode and reform the traditional and unitary teaching methods.

1.3. Students' Attention Is Not High

After a questionnaire survey of English majors and other majors, it is found that English majors believe that English teaching is only a superficial study, and their future employment direction may be separated from English teaching. This is mainly because most students believe that if they want to continue to engage in English teaching, they must continue to pursue advanced studies, such as postgraduate and doctoral students, so as to lay the foundation for a good career in the future. However, at present, they do not think it is necessary to continue their further study, which leads to their insufficient attention to the current English teaching. Non English majors believe that the most important goal during college is to master a practical skill, achieve personal all-round and healthy development, and enrich social practical experience while learning. These people think that learning English is not very necessary, and preparing for CET-4 or CET-6 is only because of credits. This reflects that college students do not pay enough attention to English teaching, which leads to students' lack of interest in English learning, reduces the teaching effect, and is not conducive to the healthy development of the whole English teaching activities.

1.4. Low Degree of Specialization of Teaching Subjects

At present, the number of university teachers is rising, but the overall quality needs to be improved. This is because, firstly, universities lack professional training for teachers, and they pay too much attention to teachers' scientific research achievements and projects, while ignoring the assessment of teachers' comprehensive quality and professional ability. As a result, teachers only focus on the research and development of scientific research achievements, and even skip classes to discuss scientific research achievements, which seriously degrades the teaching quality. Secondly, the current standard for recruiting English teachers in most colleges and universities is whether they have published several "SCI", whether they have published articles in core magazines, and ignore the cultivation of education and teaching ability. As a result, the current English teachers' comprehensive quality is low, and their professional ability is weak, so they can not meet the diversified learning needs of today. Thirdly, the incentives for teachers in colleges are not rich enough, which is mainly reflected in the lack of material incentives, such as bonus subsidies, performance awards and job promotions, which are not reflected in the teaching process. At the same time, colleges have not issued a detailed teacher promotion mechanism, and teacher promotion is only evaluated according to length of service and teaching experience, without a detailed and professional promotion plan. This leads to teachers' lack of enthusiasm in the teaching process, and the idea that there is no difference in the effect of teaching for one year and one month, which seriously hinders the innovation and reform of college English teaching activities and models, thus making the overall potential of teachers not be effectively brought into play, reducing the quality of teaching and hindering the progress of students. In addition, colleges do not attach importance to emotional incentives for teachers. Most colleges believe that stable teachers will not have the idea of resignation, nor will they be given too much

emotional support and encouragement. In this context, the stable teaching staff may be shaken, and it is easy to have a certain negative impact on students' teaching, which is not conducive to the healthy and orderly development of college English teaching.

2. The Reform Path of College English Teaching Under the Background of New Liberal Arts

2.1. Change Teaching Ideas

First, teachers should change their teaching ideas. Only by changing teachers' teaching ideas, can we first take students as the center of the teaching classroom, and then reduce the burden on teachers and improve the efficiency and quality of teaching. In the specific teaching process, on the basis of understanding the students' personality and learning characteristics, teachers should not only give intensive lectures to students, but also make students participate in them, so as to inspire students' thinking ability and improve their practical ability. In this context, students and teachers will form a cooperative relationship with each other, and students' thinking will change accordingly, so as to improve their interest in English teaching from the perspective of action and thought, so as to cultivate their learning ability independently, continuously tap their potential, and provide impetus for the innovation of teaching objectives and teaching contents. Secondly, change teaching methods. Only by changing the traditional teaching mode of "indoctrination", can college English teaching achieve a qualitative leap and create a good learning environment for students. Therefore, in the daily English teaching process, teachers should pay attention to the improvement of their comprehensive quality and professional ability, and often go out to study and participate in training activities, so as to impart knowledge to students in the actual teaching classroom. At the same time, the improvement of teachers' professional ability can also create a good language learning environment for students, so as to improve students' comprehensive quality and professional quality. Finally, it is necessary to correctly understand the relationship between teaching, reading and listening. Listening, speaking, reading and writing have always been the focus of college English teaching. However, most teachers pay more attention to teaching than listening and reading in the teaching process, which is not conducive to comprehensively grasping the teaching objectives and lowering the teaching quality. Therefore, colleges should regularly organize teacher training activities to improve teachers' professional quality, consciously assess teachers' listening, reading and writing abilities, so as to comprehensively improve teachers' comprehensive ability and lay a foundation for enriching teaching objectives. Teachers should change the teaching mode, adopt the teaching mode of "students first and teachers second", and eliminate the negative impact of the traditional teaching mode on students and teachers. Only in this way can teachers' teaching enthusiasm be improved and college English teaching reform be carried out smoothly, in order to cultivate high-level technical talents for economic and social development.

2.2. Enrich Teaching Objectives

With the continuous development of information technology, on the one hand, teachers should formulate reasonable teaching objectives from reality, and set teaching

content closely around the teaching objectives, so as to guide and help students achieve good learning results. Teachers should also abandon the traditional teaching ideas, take students as the main body of the classroom, and teachers as the object, so as to create a good learning environment for students. Specifically, teachers should respect every student's right to speak, and sincerely understand every student's needs. At the same time, they should also provide them with after-school conversation opportunities after class, so as to harmonize the relationship between teachers and students and make the class lively and interesting. Teachers should also take the initiative to learn from the teaching models of teachers in other colleges, bring information-based and network-based teaching models into the classroom, organize students to have class discussions, and then explain their ideas and views at the end of the classroom. This can effectively mobilize students' enthusiasm and interest in learning. In addition, teachers should create a real classroom for students around the real situation, inspire their thinking, and make students truly feel the relevance between the content of teaching materials and reality, so as to more actively participate in learning life and practical activities. On the other hand, teachers should strengthen cooperation and communication, formulate detailed and comprehensive teaching objectives, and then always carry out teaching content around the teaching objectives. This can not only enhance teachers' comprehensive quality, but also create a fair learning environment for students, so as to cultivate their sense of teamwork, and achieve certain growth in their future work and life.

2.3. Optimize Textbook Setting

Under the background of the new liberal arts, the teaching materials in college English teaching are very important for cultivating talents. Therefore, the optimization of teaching materials and the selection of teaching materials suitable for students' learning in our university have become a problem that many colleges need to consider. First of all, colleges should provide students with all teaching materials for listening, speaking, reading and writing, and select appropriate teaching materials based on the actual situation and learning situation of students. At the same time, the collocation of teaching materials should be reasonable, that is, the proportion of listening, speaking and reading should be greater than that of writing, because the main purpose of college English teaching is to cultivate college students who can speak, listen and read. Therefore, in the setting of teaching materials, teachers should select textbooks according to teaching objectives and cannot change them at will, which may make it difficult for students to adapt to the difficulty of textbooks and learning contents, and then lose interest in learning for a long time, reducing the quality of the classroom. Secondly, colleges should provide different teaching materials according to different majors. For example, they should provide high-quality and relatively difficult textbooks for students majoring in English. For students majoring in art, they should be equipped with relatively simple, easy to learn and unified teaching materials, so that they can cope with the beginning of CET-4 and CET-6 without losing their interest in English learning, and finally promote the all-round development of college students. Finally, teachers should choose teaching materials according to the talent training objectives and specifications. At present, some colleges still use the teaching objectives of ordinary undergraduate courses

to set teaching materials, and do not fully consider the characteristics and scale of students' majors, which is not conducive to promoting the comprehensive and healthy development of students. In this context, teachers should link the characteristics of students with the characteristics of colleges, fully learn from the teaching material setting methods of higher-level colleges, and lay a foundation for cultivating students' practical ability and application ability.

2.4. Adopt Diversified Evaluation Methods

In view of the shortcomings of teachers' low enthusiasm in teaching and students' interest in learning, colleges should enrich the evaluation subjects so that all individuals participating in English activities can evaluate learning activities. Specifically, on the basis of self-evaluation, students should cooperate with other students to evaluate each other, so as to evaluate the students' comprehensive learning effect and teachers' teaching results, and then formulate more reasonable teaching objectives to improve learning. On the one hand, the evaluation content is diversified. The traditional teaching evaluation model only pays attention to students' examination results and classroom performance, which has certain limitations and is not conducive to promoting students' all-round and healthy development. Therefore, in the context of the new liberal arts, it is necessary to change the traditional evaluation model, that is, carry out all-round and all-round evaluation on students, such as their cooperation ability, the number of practical activities, innovation ability and classroom comprehensive performance, so as to stimulate students' interest in learning and the motivation to participate in extracurricular practice, so as to contribute to the reform of college English teaching. In addition, the evaluation method should be changed from single to multi-level, that is, the evaluation standards at different levels should be formulated according to the students' personality characteristics and learning situation, and the standards can also be formulated according to the actual situation of English teaching and students' performance. It should not be unified and generalized. Based on this, the reform of college English teaching can achieve new development and provide impetus for the healthy and orderly development of the education system. On the other hand, teachers and institutions should strengthen cooperation and formulate evaluation methods that are consistent with the healthy development of students and the sustainable development of institutions. For students with good academic performance and good mentality, strict evaluation criteria should be formulated to restrict their development; For middle school students, it should formulate a framework standard that can improve their learning ability, and point out the shortcomings in the development process, so as to develop their strengths and avoid their weaknesses, and finally achieve comprehensive and healthy development; Special attention should be paid to the psychological changes and subtle progress of the extremely poor students, and timely affirmation and encouragement should be given to enhance their self-confidence, so as to improve their enthusiasm and interest in learning English, and make progress and achievements in their future career and life.

3. Conclusion

It has become one of the focuses of contemporary teaching reform to reorganize disciplines and majors based on the traditional liberal arts. As one of the subjects to meet the needs of college students and improve their comprehensive ability,

it is inevitable to reform English teaching. Among them, teachers' teaching level, comprehensive quality and knowledge and skills will have an impact on English teaching. Therefore, the professional training and skill assessment of teachers play an important role in the reform of college English teaching. At the same time, college English emphasizes the dominant position of students and advocates the concept of "people-oriented". Thus, in the process of teaching reform, it is necessary to pay attention to the cultivation of students' practical ability, and introduce advanced information technology to provide students with a good educational environment, so as to promote the smooth progress of English teaching reform.

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