A Study on Strategies for Improving College English Teachers' Teaching Ability in Applied Universities

Cheng-sheng YAO¹,a,*  Xi CHEN²,b and Yu-hong ZHAO³,c,*

¹Liaoning Normal University Haihua College, Dalian, Liaoning, China  
²Liaoning Normal University Haihua College, Dalian, Liaoning, China  
³Shenyang Normal University, Shenyang, Liaoning, China

¹ycs0317@163.com, ²chenxi_07196@163.com, ³zhaoyh2003@126.com  
*Corresponding author

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Abstract: With the increasing demand for Applied Talents in society, applied English talents oriented by social demand are becoming more and more popular in all circles of society. Under this situation, applied universities are rising. Through the investigation and analysis, it can be seen that there are such problems in College English Teaching in applied universities. These problems have restricted the improvement of the teaching ability of College English teachers in these colleges and universities, and then affect the effectiveness of College English teaching. Therefore, this paper puts forward the corresponding solutions to improve the teaching ability of College English teachers in such colleges and universities, and then serves the teaching of College English in applied universities.

Introduction

Since 1980s, the international higher education community has gradually formed a new trend. That is to attach importance to practice teaching and strengthen the training of applied talents. Many colleges and universities in China have also paid more attention to the strengthening of the practice environment in the exploration of education and teaching reform, because people have become more and more aware that practice teaching is an important link to cultivate students' practical ability and innovation ability, and also an important way to improve the students' social professionalism and employment competitiveness. Applied universities emphasize practical skills, and it requires the concept of talent, quality and education to reflect the requirements of the spirit of the times and social development as a guide. In the new higher education situation, the new subject direction, professional structure and curriculum system should be constructed to meet and adapt to the needs of economic and social development, and teaching contents, teaching links, teaching methods and teaching means are updated. Teaching level is improved in an all-round way and high-quality applied talents with strong social adaptability and competitiveness are cultivated. It is required that various specialties should be closely combined with local characteristics, pay attention to students' practical ability, cultivate applied talents, and embody the "application" from the construction of the teaching system, and the core is practical teaching.

The Present Situation of College English Teaching in Applied Universities

As a new higher education entity, applied colleges and universities are still in the early stage of development. In the course of the implementation of education and teaching, there are still some problems existed. In the course of development, the teaching of College English in the applied universities will be influenced by the traditional teaching mode, and it cannot achieve the new trend and meet the trend of the development of the times. In summary, there are the following points:

Teachers' Educational Level is Superior to Teaching Ability

The relevant data show that the educational level of English teachers in the applied universities is
mainly based on the master's degree, and the age structure tends to be younger. It is a vigorous and flexible teaching team. However, it is due to the characteristics of young college English teachers that their teaching experience is deficient and their teaching ability is insufficient, and their ability to control the classroom needs to be improved. All these indicate that the academic level of College English teachers in applied universities is high, but their teaching ability is not high. This is also a matter that should be paid attention to by relevant parties. We should take measures to solve the problem.

**Teacher's Curriculum Design Ability is not enough**

The teaching effect of a teacher is not only reflected in the teacher's control in all the teaching links in the classroom, but also on the teacher's ability to design the course at the stage of preparing lessons before the class. A good lesson should be a reflection of teachers' ability to prepare lessons. Teachers should make adequate preparations for preparing lessons, prepare textbooks, prepare students and prepare classroom teaching designs. The design ability of the College English teachers in the applied universities cannot meet the above requirements. In particular, it cannot carry out a variety of colorful classroom design. At the very best, it is the traditional preparation for teaching content, and then using traditional teaching means to teach, the teaching effect cannot be changed to a great extent.

**Teachers' Classroom Teaching Means is Dull**

A successful 45 minute classroom teaching involves the rational use of teachers' teaching methods. Teaching method is an effective way to attract students to devote themselves to classroom learning. If the teaching means of a teacher is too dull in a class, it will certainly not arouse the students' interest in learning, and then it cannot improve the enthusiasm of the students, and the effect will not be good. The application of College English Teaching in applied universities should reflect the diversification of teaching means and improve students' learning initiative and participation. However, in the related investigation, it is found that the College English teachers in applied universities take the traditional teaching methods as the teacher's lecturing in front and the students' listening in their seats, and do not make the teaching mode supplemented by the students as the main part, which does not improve the subjectivity of the students' learning.

**Teachers' Post-class Evaluation System is not Sound**

Good classroom teaching should be examined properly, and the traditional evaluation means is only for homework and after-school test. Although the completion of the students' homework and the test results will reflect the effect of the students' classroom learning to some extent, it is not enough to fully reflect the teaching effect of the teachers, and cannot objectively evaluate the degree of the students' knowledge. At present, the evaluation system of College English teaching and the traditional single evaluation model in the applied universities have not a completely new set of objective evaluation of students' English learning effect. The evaluation model is relatively backward and the evaluation system is not perfect.

### Strategies for Improving College English Teachers' Teaching Ability in Applied Universities

In view of the present situation and existing problems of College English Teaching in the applied universities, it is necessary for all the College English teachers who have fought in the teaching frontline to renew their ideas, bring forth new ideas and meet the trend of the development of the times to improve their teaching ability. Therefore, the following points should be put forward to solve the problems.

**Prepare for Pre-job-training and Provide Training Opportunities for Teachers**

**Prepare for Pre-job-training.** The reason why the teacher's teaching ability is lower than the educational level is entirely due to the lack of relevant experience and no systematic pre job training for the graduate students of the English major. Therefore, application-oriented universities must do pre job training. It is possible to have a systematic and comprehensive pre job training for College English teachers in the holidays before the new semester. The content of pre job training must be refined into different teaching abilities, including training of syllabus, lesson plans, teaching materials and teaching methods. But the most important thing is to train new teachers and other
ideological and moral training, which is the most important part of the training. It is the good quality that all teachers must have. Only when we really love the educational career and love the occupation that we are engaged in, will we do well in teaching.

**Provide Training Opportunities for Teachers.** In teaching, teachers should renew their professional knowledge and accept new teaching ideas. Therefore, schools should provide more training opportunities for College English teachers working at the frontline, so that teachers can enrich themselves. Especially, the College English teachers in the applied universities should carry out teaching activities according to the requirements of the times, which should be more actively involved in various training and study in order to improve their teaching ability and level. Teachers have two holidays each year. Schools should organize teachers to participate in a variety of workshops to improve their business level and better serve college English Teaching in the future.

**Improve Professional Quality and Prepare Lessons Carefully**

**Improve Professional Quality.** In the end, the teacher's professional accomplishment is whether teachers love their own education industry, and whether they can actively devote themselves to the great cause of teaching in the teaching work. A teacher who doesn't love his job can't be conscientious in his work, nor can he do well in all aspects of teaching. Therefore, teachers should start from improving their professional qualities, do a good job, make an extraordinary career in the ordinary position, and protect their teaching ability from their professionalism. Especially in the applied universities, College English teachers should be at the forefront of teaching reform. They should not be complacent, but must break the rules and innovate.

**Prepare Lessons Carefully.** In view of the lack of curriculum design ability of College English teachers in the applied universities, all college English teachers should pay more attention to preparing and preparing lessons. In addition to the traditional requirements for preparing lessons, the College English teachers in the applied universities should pay attention to the purpose and requirements of the teaching syllabus. We are training the applied English talents with social needs as the guidance. Then we should do a good job in the course design in the course of preparing the lesson, which is the problem of what to teach and how to teach in the classroom. In the selection of teaching materials, we should select new teaching materials with new content and meet the needs of social needs, rather than the old and so-called authoritative textbooks that have not been updated for the past few years. Even if the so-called authoritative textbooks are selected, teachers should be used to break the shackles of teaching materials and eliminate the old content in time to update the teaching content that meets the requirements of the development of the times. For the problem of how to teach, it is more embodied in the design ability of teachers' classroom teaching. It is more important to pay more attention to practice teaching in the teaching of College English in Applied universities. The teaching mode of "top down and bottoms up" will be more effective.

**Improve Modern Teaching Methods and Enrich Classroom Teaching Links**

**Improve Modern Teaching Methods.** The application of teaching methods can reflect the quality of teachers' innovative work. With the development of the times, modern teaching methods emerge in an endless stream, which requires college English teachers to actively renew their professional knowledge and learn more modern teaching methods, such as the MOOC, the flipping class and the Mosoteach class. In particular, the development of multimedia teaching has reached a certain level, so English teachers should make use of this new teaching method more actively, increase the training of students' listening and speaking ability, in order to improve the students' practical application ability in English.

**Enrich Classroom Teaching Links.** College English classroom teaching is the link of teaching design implementation and the link of teaching plan and arrangement. This requires college English teachers to break the conventional teaching mode and enrich classroom teaching so as to improve students' English learning. For a long time, the educational concept of student-centered learning and teacher-assisted teaching has been popular in the educational field. This teaching idea is also applicable to college English classroom teaching in applied universities. As the main body of teaching, students should play a positive role in classroom teaching. Teaching is not only a matter of teachers, but also a matter of students. Classroom teaching should not be a teacher's speech. Instead,
we should adopt methods such as discussions, speeches, debates and other forms to enrich classroom teaching.

**Attach Importance to Teaching Effect and Enrich the Evaluation System of Teaching Effect after Class**

**Teaching Quality Evaluation Based on Professional Needs.** For the content of teaching quality evaluation, many educational researchers have different opinions on what to say. As the content of teaching quality evaluation is mainly based on the course of classroom teaching, the factors that affect the classroom teaching involve the factors such as preparing lessons and students' level, so the evaluation of teaching quality should be subdivided into different contents. But in the final analysis, the evaluation of teaching quality should be evaluated by students' careers after graduation. In particular, applied English talents are trained by English teachers, so the evaluation of teaching quality should be guided by the career of the students in the future. The teaching quality of English teachers and the teaching process are successful if the students can well grasp the practical English ability required by the future career in the future's working environment.

**The Subject of Teaching Quality Evaluation Should be Diversified and Objective.** People are the main body of teaching quality evaluation. People are different, the angle of evaluation will be different too, and then affect the evaluation results. To solve the problem of objectivity of teaching quality evaluation, the main body of teaching quality evaluation should be diversified. At present, the main body of teaching quality evaluation includes student evaluation, expert evaluation, school leadership and supervision evaluation, colleague evaluation and teacher self-evaluation. In fact, parents' evaluation, enterprise or employer evaluation and social evaluation should also be added. Only when the main body of evaluation is diversified, can the evaluation result be objective and a scientific evaluation system will be formed.

**Summary**

In a word, the teaching of College English in Applied Colleges and universities has developed into a new stage of development in the context of the twenty-first Century, and it is bound to usher in the spring of development under the efforts of English educators. But at present, there are still some problems to be solved in the teaching of College English in applied universities, which requires English teachers to do a good job in all aspects of teaching, carefully prepare lessons, write teaching plans, enrich classroom teaching and evaluate the quality of teaching after class. Only in this way, a virtuous cycle will be formed and a good quality of teaching will be formed. At the same time, all circles of society should pay close attention to and supervise actively, guide the improvement of teaching ability of College English teachers in Applied universities and promote the development and progress of College English teaching.

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