

On Innovative College English Teaching with the Purpose of Prompting Students' Comprehensive Quality Based on Web

Chunmei Wu

Foreign Languages Department, Wuhan Polytechnic University, WPU, Wuhan, China
kaywu2008@sina.com

Abstract. So far, college English teaching has improved drastically in the following aspects including textbook compilation, teaching methods, and teaching models, which has thus resulted in great progress in quality of education. However, there still exist some problems, such as somewhat outmoded teaching notions, unbalanced teaching contents (more about humanities than about pragmatic knowledge in textbooks), monotonous classroom teaching methods so that students acquire more English knowledge than comprehensive quality, which is contrary to the quality-oriented education. In order to handle that, the author better college English teaching by innovating teaching notions, contents, pedagogy and assessment system, which is very beneficial to the implementation of quality-oriented education fully and in time and eventually achieves a desirable teaching effect.

Keywords: innovation, college English teaching, teaching notions, teaching contents, teaching pedagogy, teaching assessment system, quality.

1 Introduction

In the past few years, college English teaching has improved drastically in the following aspects including textbook compilation, teaching methods, and teaching models, which has thus resulted in great progress in quality of education. However, there still exist some problems, such as somewhat outmoded teaching notions, unbalanced teaching contents (more about humanities than about pragmatic knowledge in textbooks), monotonous classroom teaching methods

In terms of the teaching effect, students are lacking in creativity and comprehensive quality in English. In terms of the five skills, students cannot keep balanced in them: they are better at listening and speaking but rather unskilled at reading, writing and translating. In terms of the knowledge domain, only some general knowledge, especially humanities, is transmitted to them, with the knowledge in science and technology being neglected. So that students acquire more English knowledge than comprehensive quality, which is contrary to the quality-oriented education. As a result, after graduation, students cannot handle the task of collecting some information in English in due time; what's even worse, when they are required to write a report or translate an article about science and technology, they will feel at loss at how to do it. That's all because

they only acquire English knowledge but deficiency in comprehensive quality, especially the innovative ability.

Innovation is the soul of a nation and also the constant fountain of prosperity of a country. With the further development of college English education, how to implement the innovative education has drawn more and more attention.

Responding to the knowledge- economy era and the changing world, we should constantly perfect our teaching notions which may bring into the teaching contents and pedagogy a new era. We also need to establish a totally new teaching evaluation system to evaluate the learning effect scientifically, that is, to evaluate not by how much knowledge a student has acquire but by comprehensive quality which is an integration of knowledge, creative ability and English quality. Only by inaugurating innovative notions can we promote the development of students fully, and can we achieve the teaching effect that we are looking forward to.

2 The Innovation of Teaching Notions

The innovation of teaching notions means a change in teaching ideas and concepts. Teaching notions are the guidelines of teaching practice. The innovation of teaching materials, teaching contents, teaching mode, and teaching pedagogy are all inhibited by teaching notions. In the light of this, some innovative teaching notions should be introduced. Teachers should establish a comprehensive quality outlook which regards innovation as its major concern by breaking through the fetters of conventional teaching notions. First of all, the cultivation of the students' innovation should be put in the first place. We not only transmit the students a large quantity of knowledge that are very practical to their future job and their future development but also teach them how to learn and finally teach them how to teach themselves; Secondly, the relationship between teachers and students should be appropriately handled so that the students as the subject of the teaching process can be guaranteed; thirdly, the relationship between teaching and the improvement of the learners' comprehensive quality should be correctly balanced—the ultimate goal of teaching is to improve students' quality.

In view of that, the author sets up an open teaching mode to promote students' development in five basic skills including listening, speaking, reading, writing and translating fully, without any bias towards any aspect. Besides that, the author designs and organizes a host of activities inside and outside the classroom through which students' creativity is cultivated. Students are often encouraged to organize or participate in a variety of English clubs or associations, which can greatly arouse their interest, cultivate their independent learning ability, and promote their ability of solving problems. In the long run, students' comprehensive quality including innovation is achieved.

3 The Innovation of Teaching Contents

Several big adjustments have been made in curriculum syllabus, design and textbooks since 1999. Together with national tests like CET-4 and CET-6, teaching quality has been promoted and considerable progress has been achieved. Nevertheless, some