

**Preliminary Survey of students' Learning After School-based College
English Teaching Reform**

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Abstract: How to increase students' English learning motivation and improve teaching efficiency is a crucial problem in college English teaching. A school-based teaching reform has been conducted in our university to deal with the problem since 2017. After one semester, a preliminary survey is done to collect students' feedback, the results are significant for the future reform and teaching.

Keywords: learning motivation, teaching efficiency, college English reform.

1. INTRODUCTION

Internet⁺ and Mobile Terminal develop rapidly these years, which exerts a significant impact on college English teaching. College English course, as one of the most influential courses in college, is facing an ever-increasing challenge of reforming, because the unsatisfactory teaching effect results in a growing number of students losing interest in English learning universally.

In 2016, a survey was conducted in our university to investigate the students' satisfaction with English class and some factors that influenced their motivation. The result showed that more than 60% of students were not satisfied with English teaching. 67% of them thought the teaching material were boring and outdated, 54% of students believed that unfamiliarity of classmates was one important reason which lowered their motivation. During the process of interview with student representatives, some revealed that just one course offered as college English education cannot meet the different needs of them, in the long run, they lose interest in school class and pursue some other channels to go on with their English study, or some just give up learning. Given this situation, reform in college English teaching becomes an urgent task.

2. COLLEGE ENGLISH TEACHING REFORM

In order to change this situation, improve English teaching effect and efficiency, starting from the fresh students in 2017, a series of English teaching reform has been implemented.

2.1 Diverse English Courses

In the first semester of 2017-2018, Integrated English Course and Watching, Listening and Speaking course are offered for the fresh students. Integrated English Course is in the traditional classroom whereas the Watching, Listening and Speaking course is in the computer room. In the second semester of 2017-2018, three English courses are offered, they are: English Reading and Writing, English for General Academic Purposes as well as Watching, Listening and Speaking. Students are free to choose any two courses on the basis of their interests and needs. In the process of listening, students are assigned certain tasks but they are free decided which part they listen firstly and how many times they listen. The advantage of this pattern is that students can make a plan according to their own condition. The disadvantage is that it's not so easy for teacher's supervision.

2.2 Teaching Material

Proper and up-to-date teaching materials are adopted, which can provide students the latest information and most practical language. We adopt New Standard College English (the 2nd edition, book 3) compiled by Simon Greenall and Wen Qiufang as the textbook of Integrated English Course (offered in the first semester). Academic Encounters: Life in Society Reading and Writing compiled by Yang Huizhong are taken as the textbook for the EGAP textbook (offered in the second semester). These teaching materials present real-life language and a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations. Furthermore, the book develops students' intercultural awareness and critical thinking, encouraging students' to look beyond the passages and consider the broader implications of what they have read or listened to. New Century College English Learning To Speak: An English Video Course (3rd edition, compiled by Susan Stempleski Yang Huizhong) book 3-4 are taken as textbooks for our listening and watching course. Abundant watching and listening materials provided in the book can meet different requirements of students.

2.3 Teaching Methods

Educators adopt proper teaching methods based on both the teaching material and the students. Because of the rapid development of Mobile Terminal, there are so many apps available for English teaching and learning. In addition to encouraging collaborative learning and independent thinking, some applications, such as Ketangpai and Ismart are also employed during or after class period for students to do tests, assignments; others apps, like Fun dubbing and TED speech are adopted for students to practice listening and oral English after class. Multiple functions of these apps are so attractive that students are willing to pour more time and energy to learn.

2.4 Assessment System

A relatively new assessment system is put to use. We increase the proportion of formative evaluation up to 40% of the total score (final exam accounts for 60%). Instead of mid-term examination, performance in class period, assignments, tasks and process assessment are adopted. This method encourages all students to perform actively in and after class.

Meanwhile, educators give instructions on learning strategies which are suitable for different students. And during class period, educators try to create a relaxed atmosphere and design some activities which can engage every student in.

3. A SURVEY OF STUDENTS' LEARNING AFTER REFORM

3.1 Process of Survey

After the first semester of reform, a survey was conducted to investigate students' feedback. The questionnaire was put on www.sojump.com (a website specially for releasing and collecting questionnaires or polls), including 4 aspects: ideas about teaching materials, conditions in listening, speaking, reading and writing, students' harvest and satisfaction, suggestions on teaching style and teaching content. 1166 fresh students attended the survey.

3.2 Results of Survey

The research results collected online show the proportion of the students' feedback. The results are as follows:

3.2.1 About Teaching Material

70.75% of students think the difficulty of New Standard College English (the 2nd edition, book 3) is moderate, 49.06% of them think the difficulty of New Century College English Learning To Speak: An English Video Course (3rd edition, book 3) is proper.

3.2.2 About Importance of English

Data shows that 91% of the students believe learning English is very important. And they rank the importance of five basic English skills as follows: listening and speaking 91.85%, reading 73.33%, translating 62.18%, and writing 57.2%.

3.2.3 Perspective on Their Learning

In terms of listening, 48.03% of students think their listening is just average, 23.58% of them think they are poor in listening. The proportion is consistent with the survey of difficult part in CET4 exam (a national English proficiency test) ---69.04% of students believe their weaknesses are listening. After learning English in college for one semester, 51.72% of students think their listening ability is improved.

In terms of oral English, 53.6% of students think their oral English is just average, 20.84% of them think they are poor in this. After learning for one semester, 55.04% of students are satisfied with their achievement in oral English, but 18.01% of them are unsatisfied.

What's more, when it comes to obstacles in each aspect of English learning, shortage in vocabulary is ranked first.

3.2.4 About Harvest and Satisfaction

In terms of harvest after this semester, 41.77% of students think they enlarge their vocabulary, 34.65% of them believe they know more about foreign culture, 16.98% of them think they know more about reading and writing skills, 6.6% of them believe their oral English is improved.

In terms of satisfaction with achievement in English learning, 17.75% of them are satisfied, 55.15 of them think their achievements are just average, 27.11% of them are unsatisfied.

3.2.5 Suggestions on Teaching Style and Teaching Content

Students offer some suggestions for English class, for example, 1) adequate contents should be provided during class period; 2) increase the interaction between teacher and students; 3) in order to enhance students' participation in class activities, enough preparations of students before class are necessary; 4) up-to-date and practical language should be presented during class period.

3.3 Brief Analysis of the Survey Results

From the results, we can judge that the teaching materials are proper for students, and the majority of students think English is very important, but they are weak in some aspects, and need some strategies to improve their learning. Through observation, we can find that present teaching methods and assessment system are beneficial to increasing students learning motivation. However, because everything is new to both teachers and students, there must be some deficiencies in every aspect, and we still have a long way to go to improve the teaching efficiency.

4. CONCLUSION

Because we are in the preliminary stage of teaching reform, and it's too short to provide a comprehensive survey after one semester of reform, the results of survey are used to provide some information we need in order to perfect and further our reform in the next stage.

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