



## REVIEW

# Discussion on the Effective English Teaching Methods in Universities and Colleges

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### ABSTRACT

As an international language, English is getting more and more attention. Middle school English is relatively simple, however, university and college English involves the English communication level in the later period of students, therefore, the requirements for English learning are higher, but the effect of university and college English teaching is not obvious. This paper puts forward some suggestions for several teaching methods in university and college English classroom.

## 1. The Main Causes of the “Localization” of Opera

The goal of university and college English teaching is to cultivate compound talents with English communication ability. The learning ability and level of students have a direct relationship with English teaching methods in university and college English classroom. University and college English is different from middle school English, and it is more focused on application, enabling students to communicate in English. However, the current situation of university and college English teaching in China is not optimistic. Many students are not interested in English learning, and the teaching content is also relatively simple, which is limited to the

study of words, text analysis, and listening practice. These teaching contents are similar to the English teaching in middle school, which cannot make students really devote themselves to English learning.<sup>[1]</sup> The author believes that, in the process of university and college English teaching, it is necessary to take the teaching methods as the key point and take the students as the center to carry out different teaching methods for different students to improve their English level. Generally speaking, the most common methods of university and college English teaching are translation teaching method, communicative teaching method, and comprehensive teaching method. Of course, in the actual teaching, the teacher can mix and use several teaching methods according to the students' situation,

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so as to achieve teaching goals.

## 2. Translation Teaching Method

### 2.1 The Characteristics of Translation Teaching Method in Universities and Colleges

The basic task of the university and college English translation teaching method is to improve students' bilingual conversion ability through systematic translation theories and laws. Translation is a relatively complicated process of thinking conversion, requiring students not only to correctly understand the content of English expression, but also to combine English with Chinese. Translation must have a certain basis for listening, speaking, reading and writing. Only when the basic knowledge is mastered can students translate better.<sup>[2]</sup> The goal of translation teaching method is to help students understand the translation knowledge system and acquire the ability to cross-cultural languages. As far as the current university and college English courses are concerned, translation teaching method is not widely used. At present, there is no mature research result for teachers on what and how to teach in translation courses.

### 2.2 Measures to Improve University and College English Translation

#### 2.2.1 Strengthening the Emphasis on University and College English Translation

Many universities and colleges do not pay much attention to English translation teaching method; therefore, it is not widely used in English teaching. In order to strengthen the emphasis on university and college English translation teaching, first of all, school leaders should pay attention to English teaching. Only by getting their attention, English translation teaching can be better carried out. Secondly, reforms should be carried out from the teaching content and teaching materials, making students interested in the teaching content. In the reform of teaching content, teachers need to actively participate in it, give full play to their role, and put forward their own suggestions to make the teaching content more diversified. Then, in the teaching process, more practical content needs to be introduced, so that students can perceive the importance of translation in practice. Finally, the school should increase its investment in translation teaching, establish a good translation platform for students, and stimulate students' interest in learning.<sup>[3]</sup>

#### 2.2.2 The Reform of the Teaching Content

The fundamental problem of university and college English translation lies in the content of teaching. The teaching content is relatively single and students are naturally not interested in English translation. The author believes that the following measures should be taken in the reform of the teaching content: the first is to strengthen language and culture cultivation and improve bilingual translation skills; the second is to grasp the commonality and individuality between English and Chinese in a timely manner, and to have certain translation skills; the third is to understand the differences between different cultures, as it is easy to make mistakes in translation without understanding the differences in culture; The fourth is to strengthen the practical translation teaching through intensive reading and extensive reading courses in universities and colleges.

#### 2.2.3 The Training of the Teaching Staff

Improving the university and college English teaching methods is inseparable from the training of the teaching staff. In the classroom teaching, the role of the teacher is very important, and the competence Level of the teacher also determines the degree of learning of the student to a certain extent.<sup>[4]</sup> Therefore, schools should often organize teachers for training and learning, which make them constantly absorb new knowledge, improve their translation skills, and ensure the translation level of the entire teaching Staff.

## 3. Communicative Teaching Method

### 3.1 The Principles and Characteristics of Communicative Teaching Method

The communicative teaching method is mainly a method of turning the learned English theory into practical communicative competence with the goal of cultivating students' communicative competence. The purpose of the language communicative teaching method is to enable students to master language knowledge and turn it into linguistic competence.

The communicative teaching method is centered on students and chooses appropriate teaching content to develop students' communicative competence. The communicative teaching method emphasizes the ability to use language rather than the language form. In the communicative teaching method, students are allowed to make mistakes. It is considered that mistakes are a normal phenomenon in students' language learning.

Based on this, the first place in teaching should be the fluency of language use.<sup>[5]</sup> Teachers should well organize the communicative activities of students in teaching, playing an organizational responsibility, thereby fully mobilize the enthusiasm of students, and make them all involved.

### **3.2 Effective Ways to Cultivate Students' Communicative Competence**

#### **3.2.1 Stimulate Students' Communication Motivation**

The communicative teaching method takes language teaching as an actual communication process. When organizing teaching activities, teachers need to know each student in advance, be familiar with their learning situation, consider the students' English proficiency and ability, and create a suitable language environment so that each student can participate. In the activity, teachers should actively guide the students to communicate in English and learn the language through communication. Only by dare to speak and speak more English can the English level and communicative competence improved. Teachers also need to select materials and topics of interest to students. The selected topics should follow the development of the times, conform to the actual life of the students, and make the students feel that they are in a real communication environment, so that they have a sense of emotion and have something to say. Before the students communicate, the teacher can provide some better expressions for the students, so that the students can learn new expressions and sentence patterns in the communication, and thus have something learnt.

#### **3.2.2 Communicative Classroom Should Be Student-centered**

The communicative teaching method is student-centered and requires teachers and students to make ideological changes. Teachers are no longer the instructors of knowledge in the classroom, but merely the guides and organizers; students need to change from passively accept knowledge to actively learn knowledge. Teachers as guides and organizers, whether they can play a better role will become an important factor affecting the classroom teaching quality. Teachers should learn to use a variety of teaching methods flexibly, pay attention to communication with students in the classroom, and do a positive role in guiding.<sup>[6]</sup> Teachers need to change the traditional teaching methods, and design more communication activities in the classroom activities to fully mobilize

the students' enthusiasm. After teaching new content, use questioning methods to examine students' understanding of the knowledge, cultivate students' participation awareness, encourage students to conduct group discussions, to present their own ideas and opinions on new knowledge and content, and be the protagonist of the class. This student-centered teaching model can make the classroom atmosphere more active and students more engaged.

#### **3.2.3 Correctly Correct Students' Linguistic Mistakes**

The communicative teaching method is more about emphasizing the students' language communication and application, allowing students to make mistakes, but this is to relax the language structure requirements without affecting the expression of meaning, however, the mistakes made by the students still need to be corrected. If the teacher does not correct the students' mistakes, the students will always use the wrong methods. In the process of students' expression, the teacher should not point out the mistakes made by the students, in case the students feel that they are losing face and embarrassed, thus they dare not express themselves again. However, outside the class, students can be told that the sentence patterns and grammatical expressions are problematic, and better expressions can be used.<sup>[7]</sup>

#### **3.2.4 Combine with Traditional Teaching Methods**

Some people think that the communicative teaching method emphasizes the use of language too much and ignores the use of grammar. This kind of thinking has some truth. Without a solid grammar foundation and vocabulary, there are certain problems in the use of language, which cannot be used flexibly and cannot achieve good communicative effects. Communicative teaching method is not to exclude vocabulary and grammar learning, but rather to focus on vocabulary and grammar. In the teaching of university and college English, it is still necessary to focus on the use of communication, but it is necessary to incorporate the study of vocabulary and grammar knowledge into the classroom teaching. When teaching language knowledge points, teachers must also activate the classroom atmosphere and fully mobilize the enthusiasm of students. Combining traditional teaching methods with communicative teaching method can make maximum effect of English teaching.

## **4. Comprehensive Teaching Method**

It can be seen from the above two teaching methods that both of them are not independent of each other, and there is strong complementarity between the two, one is to emphasize language knowledge, and the other is to emphasize language application. In the English teaching, teachers should learn the comprehensive application of English teaching methods, instead of simply using a certain teaching method, only by combining various teaching methods, learning from each other and supplementing each other, can the English teaching reach the optimal state.

#### **4.1 Determine Different Teaching Methods according to Different Targeted Participants**

For the different levels of students, the same teaching methods cannot achieve the best results. As we all know, children are always very fast at learning languages. Although they can't understand in their study, they are often willing to speak in language learning because they have good imitative ability; while adults are afraid of making mistakes and fear that their pronunciation is not standard in the process of language learning. From this point of view, in university and college English teaching, communicative teaching method often has certain difficulties. Therefore, teachers need to know the situation of each student in advance when developing the communicative teaching method, and determine the teaching methods for different students. For students who are not good at speaking, the translation method may be more suitable; but for students with strong oral communicative competence, the communicative method is more suitable. Different teaching methods should be adopted for different students. In the classroom teaching, a variety of teaching methods should be used in combination to enable students to participate in the teaching and achieve the best results.<sup>[8]</sup>

#### **4.2 Adjust Teaching Methods in a Timely Manner according to Different Learning Stages of Students**

At the beginning stage of learning, students do not have much knowledge of the vocabulary. For some new words, it is more suitable to use the translation teaching method to teach, so that students can better master. After the students' vocabulary and grammar knowledge reach a certain level, they need to intervene in communicative teaching method, so that students can express themselves through their own knowledge of English language, so that the knowledge of English can

be applied to practice. The communicative approach is based on the students' ability to fully grasp the basic abilities of listening, speaking, reading and writing. In university and college English teaching, students have experienced middle school English teaching and mastered a certain amount of vocabulary. Teachers can directly introduce communicative teaching methods in teaching. However, most students do not have the habit of communicating in English when they are in middle school. There may be problems that they dare speak. At this time, teachers need guide them actively.

#### **4.3 Develop Different Teaching Methods Based on Different Learning Objectives of Students**

For example, the word "please" means politeness, used in requests and inquiries, but "Will you please be quiet?" does mean commands. The same words may have different meanings in different situations. Teachers should pay attention to the transformation of students' ideas in teaching. In the chapter analysis, we should consider the meaning of the sentence from the perspective of the article as a whole, but not the sentence. When the teacher explains the article, the students can be divided into different groups, and the students can discuss in groups. Each student is expected to actively participate in it and put forward their own views, thus improve the students' communicative ability, and lay down the basic skills of the language. Finally, the teacher should solve their problems one by one.<sup>[9]</sup>

### **5. Conclusion**

With the development of the times, society has shown a trend of globalization, and English has become an international language. More and more people are beginning to use English to communicate. As the first major event of the strategy of "Invigorating the Country through Science, Technology and Education", education must also keep pace with the times. After graduation, university and college students will step into the society and the use of English language is also very important for them. Therefore, teachers need to constantly sum up experience in the process of university and college English teaching, find a suitable method for teaching development to enhance students' interest in learning and improve students' English proficiency and practical ability while achieving the teaching goals.

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