

Research on the Content and Implementation Measures of College English Multiple Dimensional Teaching

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Based on the reality of college English teaching, this paper puts forward the concept of three-dimensional teaching in college English. Combined with the application of modern technology, this paper discusses the system of college English teaching curriculum, the modernization of teaching content, and the modernization of teaching methods under the network environment. The teaching methods are diversified, and the content of college English teaching reform is discussed in detail. The combination of the leading role of teachers and the main role of students is proposed.

Keywords: college English, three-dimensional teaching, teaching content, implementation measures

Introduction

College English is an indispensable language foundation course in higher education, and it is also a very important cultural quality course under the quality education. However, in the process of deepening reform and rapid development of college English, there are still some major issues that people should pay attention to. For example, there is still a big contrast between the language use ability of learners and the actual investment in teaching, and teachers have invested a lot in teaching, but the actual results are not ideal. The majority of college English teaching workers are doing everything possible to carry out reforms, and many experts have also put forward very good opinions.

The reform of college English teaching is nothing more than working on the two opposite and unified levels of “teaching” and “learning”, which is focusing on the teaching and application of language basic knowledge, and cultivating the language and culture of learners for the goal.

The Content of Multiple Dimensional Teaching of College English

The system of college English teaching curriculum, the era of teaching content, the modernization of teaching methods, and the diversification of teaching methods fully reflect and play the leading role of teachers in teaching and improving teaching efficiency.

System of Curriculum

From the past teaching practice, many colleges and universities set the college English course to four

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semesters, and the weekly hours are generally four hours, which are only used for intensive reading. Other extensive reading, listening, writing, and speaking cannot be balanced. The *College English Syllabus* did not guarantee the four-year continuous line of English learning, and it did not meet the teaching objectives stipulated in the “Outline” (Wang, 2013). Taking Shandong Agricultural University as an example, according to the professional setting and student status of agricultural colleges, it sets the College English course to three stages (levels), namely, the basic compulsory stage (one to four semesters), the quality improvement stage (four to six semester), and professional English (six to seven semester).

Through each stage of teaching (grading teaching), students of different levels have been further improved on the basis of the original, basically meeting the basic requirements of the basic stage required by the “Outline” (reaching the fourth level). The second stage is the language application ability enhancement and cultural quality curriculum. The purpose is to strengthen students’ oral and writing skills and improve their overall cultural quality. The third stage is in line with the majors that students have learned, using the original textbooks or self-edited textbooks for students to teach bilingual or foreign language teaching. Through the above three stages of English teaching, the “four-year continuous line of college English teaching” required by the “Outline” is guaranteed to improve students’ English application ability in listening, speaking, reading, writing, and translating.

The Era of Teaching Content

In the 21st century, college English teaching must reflect the characteristics of the new era, adapt to the requirements of the times, and pursue the goal of higher quality education under the guidance of the idea of inheritance, reference, and innovation. Firstly, it is necessary to highlight the language knowledge and cultural (including literature) knowledge in language teaching, and it also emphasizes the social knowledge and popular science knowledge suitable for the development of modern education. Secondly, it is strong in thought. To truly mature, college students need to have the guidance of correct thinking. Thirdly, the instrumentality is strong. For most students, the purpose of college English teaching is to enable students to lay a good foundation in language knowledge and master higher language application skills.

Modernization of Teaching Methods

The use of modern teaching methods can help improve the quality of college English teaching. With the advent of the electronic age, the backward teaching methods and rigid teaching modes of chalk plus blackboard are outdated. College English teaching should make full use of multimedia classrooms, use electronic lesson plans to improve teaching efficiency, and use the voice laboratory to conduct targeted training, making the learning grasp the characteristics of the pronunciation, intonation, and flow of the English language, and mastering the certain listening skills (Zhu, 2016). Using the campus English radio station, so that some students with excellent grades can edit self-broad English programs under the guidance of teachers. Using the electronic reading room, so that some students can select excellent English film, television programs, simple English reading materials, and synchronized training supporting online.

Diversified Teaching Methods

The teaching method is an important part of the overall structure of the teaching process and plays an important role in the overall teaching of English. Its main role is to spread knowledge to students to form skills, intelligence, abilities, learning efficiency, and the formation of its worldview. The original “indoctrination” teaching method is based on the subjective will of the teacher. It is undoubtedly unacceptable to regard the

students as the “container” of passively accepting knowledge and not paying attention to the subjective action of the students to promote practical English teaching and improve students’ language application ability. Classroom teaching is best to use the communicative method or the audio-lingual method to strengthen the communicative competence to provide students with a full English language environment.

The application of modern teaching methods, especially the application of the network, as a prominent feature of the modernization of teaching methods, not only provides a medium for the study of college English, but more importantly, the system of curriculum, the diversity of teaching content and the era. The diversification of teaching methods provides convenience. Compared with traditional paper textbooks, online textbooks are easier to update at any time and have stronger dynamics; they are more conducive to cultivating students’ self-learning habits, and to students’ evaluation of their own learning effects and teachers’ learning process for students.

Implementation Measures of College English Multiple Dimensional Teaching

The leading role of college English teaching teachers and the main role of students, the combination of language ability training and cultural quality education, and the combination of the first classroom teaching and the second classroom learning give full play to the subjective initiative of students in learning, reflecting the “student-centered” education and teaching ideas.

The Leading Role of Teachers and the Main Role of Students

For Chinese students’ learning of English, because of the lack of necessary social language environment, they still use classroom teaching as the main channel of knowledge acceptance. Therefore, college English classroom teaching still needs to strengthen the input of language knowledge (grammar and vocabulary), and teachers play a leading role in teaching (Zhu, 2014). However, the purpose of college English teaching is mainly to cultivate students’ ability in listening, speaking, reading, writing, and translating. Only the teaching of knowledge is not enough. Therefore, we must focus on the relationship between knowledge and ability. As we all know, language is not taught but learning. In order to cultivate students’ language application ability, they must follow the “student-centered” teaching ideology and give full play to the students’ “subject” role in teaching.

Under the current network learning environment, providing students with rich and colorful online learning resources and giving students full freedom of independent learning are not only a challenge to traditional teaching concepts due to scientific and technological progress, but also to give full play to the guiding role of teachers. The main role of students and the means to achieve the optimal mode of teaching will greatly contribute to the further improvement of teaching effects, and will be more conducive to the cultivation of students’ self-learning habits and the formation of lifelong learning concepts.

The Combination of Language Ability Training and Cultural Quality Education

This is determined by the triple nature of the purpose of college English education (educational purposes, educational purposes, and practical purposes). It is not enough for college English teaching to achieve the “practical purpose” of “providing students to have certain ability to listen, speak, read, write, and translate”. To realize the value of English teachers and to reflect the role of college English courses as an important comprehensive cultural quality course for higher education, it is necessary to strengthen the cultivation of college students’ cultural quality, expand students’ knowledge, develop intelligence, cultivate independent

work ability, and enrich knowledge. Improving cultural quality is the “educational purpose”. College English teaching should also cultivate the overall quality of students in terms of character and intelligence through cultural contrast, and become a “socially motivated”, culturally motivated worker and realize the “educational purpose” of English education.

The Combination of the First Classroom Teaching and the Second Classroom Learning

According to the “Outline”, the proportion of “in-class and extra-curricular learning hours in college English should be no less than 1:2”. In addition to normal classroom instruction, the second classroom learning plays an important role in improving students’ language application ability. Schools should strengthen the standardized management of students’ second classroom learning (such as setting up innovative credits). Foreign language teachers should also strengthen the guidance of students’ second classroom activities. Students can enhance their application skills and reasonable knowledge structure through English corner, English tabloids and various forms of English application competency (reading, speaking, writing, and translation). This will create a colorful three-dimensional English learning environment from class to class which will improve the efficiency of learning and ensure the teaching effect of college English.

Conclusion

With the continuous improvement of the social English ability requirements of talents, people’s expectations for the effectiveness of college English teaching are getting higher and higher, and the responsibility of college English teachers is becoming more and more important. We must base on the teaching practice, carry out three-dimensional and all-round researches on the new characteristics and new requirements of college English teaching in the new era, and actively contribute to the cultivation of the comprehensive quality of talents in China in the 21st century.

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