

English-weary in College English Learning and its Corresponding Solution

Peng Peilan^{1,2}

(1. Foreign language Department, Beijing Institute of Petrochemical Technology, Beijing 102617, China; 2. National Research Center for Foreign Language and Education, Beijing Foreign Studies University, Beijing 100089, China)

Abstract: In recent years, with the shift of Higher Education in China from talent education to mass education, the requirements for academic performance have decreased gradually. The marks of college entrance examination are relatively lowered, and accordingly, English achievements of students are declining on the whole. To ensure college students within the settled periods to meet the basic targets and requirements of College English Curriculum Requirement issued by Education Department. It is extremely urgent to construct a brand-new Evaluation System of Teaching Quality and strengthen the Quality Supervision System. Overall advancing of Dynamic Supervision and Management of College English Teaching Quality is the primary link to ensure the improvement of the College English Curriculum Teaching Quality in Higher Education. Completely realizing and understanding the urgency of carrying out the construction of dynamic supervision and management system of College English Teaching Quality is the basic task of accomplishing College English Curriculum Teaching Quality in higher education. The thesis focuses on the study of the urgency of the construction of Dynamic Supervision and Management System of College English Teaching.

Key words: Dynamic Supervision and Management; College English Teaching Quality; Urgency of Reform; Teaching Management

1. Introduction

The reform of College English Teaching was a systematic project which concerned the improvement of personnel training quality of the whole higher education. The education administrative department of all levels and the leaders of higher education should attach great importance to the reform, ensuring its smooth accomplishment. Beijing is the city with relatively wide prevalence in higher education. The rough enrollment has reached 60% and even higher. Consequently, it is extremely urgent to construct brand-new Assessment System of Teaching Quality and to strengthen the Quality Supervision System. College English Teaching Quality can be better achieved on the basis of deeply understanding and fulfilling College English Curriculum Requirement. Scientifically assessing and dynamically supervising of College

English Curriculum Teaching Quality is of great significance to the improvement of students' competence in English learning.

2. Current Analysis of College English Teaching

2.1 Unfavorable and severe situation

The overall quality of students performance has declined to some extent due to the enlargement of the number of college students in recent years. The matriculation mark is not an intellectual standard, but it is after all the primary, effective and easily handled means of evaluating one's comprehensive ability of English competence. It is proved through statistics that there are more students graduated from key colleges and universities becoming successful than those from other ordinary colleges. The main reason of the phenomenon primarily lies in relatively high achievements in their entrance examinations besides advanced teaching team and favorable conditions of those colleges and universities. The current situation of College English Teaching Quality of Higher Education, is unfavorable and worrying, which is mentioned as follows.

1) The scores of students in college entrance examination are unsatisfactory. Take a typical secondary-level comprehensive university for example, the situation of the students' placement test for new students in the first semester of 2017 is really unfavorable in recent years, which can be illustrated in Table 1.

Table 1: The Basic Data Analysis of the students' placement test for new students in recent years

Grade	Total Students	Above 60 (Scores)	Above 55 (Scores)	Below 55 (Scores)	Average Score	Passing Percentage
Grade 2013	1645	465	586	1059	46.3	28.27%
Grade 2014	1668	433	569	1099	44.9	25.96%
Grade 2015	1636	428	576	1060	45.5	26.16%
Grade 2016	1672	419	592	1080	44.2	25.06%

Grade 2017	1660	412	563	1097	43.7	24.82%
---------------	------	-----	-----	------	------	--------

2) The English-weary phenomenon is on the rise. Nowadays, most students were confined to schoolyards in their high school. They neither participate social practice nor experience practical testing from the society. Quite a few students feel that it is time for them to relax after entering college because of the exhausting study in senior middle school and the severe college entrance examination. Therefore, most new College students cannot make clear their target in study. Besides, the learning mode of college has changed fundamentally, which is totally different from that of teachers' strict supervision management in senior middle school. Owing to the poor ability in self-study, weak basic knowledge and lack of self-control, they can't keep up with the teaching process of colleges. As time goes on, some students regard English study as a great challenge and even a burden in their college life. At the beginning, they study English passively and drift along. Gradually, they become late for classes, leave early, play truant, addict to internet. The absence of students in some classes is up to 20%-30%. As a result, the phenomenon of English-weary is prevalent among college students. No matter how hard teachers try in class and how elaborately they prepare lessons, the teaching effect is still unsatisfactory without students' enthusiasm and devotion in English learning.

2.2 Analysis on the current situation of English-weary

It's not difficult to find the main reasons leading to the declining of teaching effect after a profound investigation, research and analysis on the causes of present situation of College English Teaching Quality. The main reasons are as follows.

1) Li Wenhai (2002), the Ex-president of Renmin University, once said, "Owing to the enlargement of college enrollment in recent years, the quality of new college students is on the decline with the quantity of enrollment on the rise". The enlargement of college enrollment results in the fact that quite a few students poor in English can't catch up with teachers in college, which partly leads to the English-weary among some students. Just as some leaders in the area of education remarked that we should pay great attention to the phenomenon of declining teaching quality due to the sharp enlargement of college enrollment. Many freshmen with poor foundation in basic subjects in some colleges of low enrollment marks can't keep up with teachers, which results that those colleges have to lower the requirements of the subjects to ensure students get a passing grade in final exam.

2) The blundering attitude toward English-study, ignorance of basic knowledge and having grandiose aims and puny abilities lead to trend of eagerness for quick success and instant benefit, prevalent utilitarianism and lack of the ethos of surefootedness in research and hard working. Quite a few students lost their target in life and study, lacking the incentive of hard working after

they entered college. Some students regard taking lessons as strolling in market, which isn't important at all, in their eyes. It's prevalent to notice the phenomena or some students whispering to each other, day dreaming, being absent-minded, phoning and sending short messages in class, which worries college teachers a lot.

3) Some outdated administrative systems affect the teachers and students in frontier gradually, such as teaching service philosophy and teaching management lagging behind, the functioning system of teaching management students management, teaching service system and ideological work dropping behind. In order to meet the requirements in the number of teachers after enlargement of college enrollment, teacher are charged heavier task in teaching. Meanwhile, some new teachers are enrolled in college who lack teaching experience. Relatively weak teaching faculty, over-charged teaching task and some young teachers' lacking of teaching experience constitute the main reasons of declining teaching quality. As Zhou Yuanqing (2002) remarked, "Teachers are so busy that they haven't enough time to prepare lessons, do research work and improve themselves. How can the teaching quality be improved in this situation?" Many young people become college teachers in China in recent years. A lot of them lack the experience of teaching college English. Some perform unsatisfactorily in college English teaching and lack the experience of tutoring Students in the development of English competence. Some teachers pay too much attention to the diversities in teaching methods (i.e., Sensational Effect) to cater to students' tastes. However, it lessens the philosophy of "Cultivation before Teaching". Besides, the circumstance of catering to students restricted and tied to some extent the creative and dialectical thinking of English in classroom.

4) Lacking sufficient teaching facilities and library materials and surroundings also lead to the decreasing of teaching quality to a certain extent. Besides, some teachers lack the experience of operating the multimedia teaching facilities and some advanced teaching resources which results in unsatisfactory teaching efficiency and effect.

The last but not the least, most students are only-child in families, some of who are spoiled for a long time by their family members. They are aloof and proud, self-centered. After entering college, they remain the characteristics of self-centered, obstinate and unruly, lacking the spirit of respecting teachers and cherishing the young and the team spirit. Therefore, they behaved egoistically, decadently and exclusively. Nevertheless, owing to more students graduating from colleges and the stress of employment getting more and more fierce, quite a few Students can't find jobs or have difficulty in hunting for jobs, which leads to some students on campus feeling at loss and frustrated in studying. Some students even idle away the learning of subjects, and some even suffer from psychological troubles.

Being faced with the current situation, the college leaders and educational administration department pay due attention to the trend of decreasing English entrance achievements . They held pertinent conference to find out solutions to the predicament. The College English staff of

the Foreign Studies Department of the university brings collective wisdom to the full rather than discouragement. In addition, they made profound investigation, calm analysis and handling according to the actual English performance of 2017 grade students. They organized the whole teaching staff to make a scientific statistics and analysis based on the placement test performance of the 2017 grade college students. The results are shown in Table 2.

Table 2: The Analysis on the Current Situation of College English Placement Test of 2017 Grade College Students

Total 2017 Grade Students	1660	Entrance Average Score	72.9 (total score:150)
Above 60	412	Entrance Passing Percentage	24.82%
Below 60	1248	the Percentage in Total	75.18%
55-59	151	the Percentage in Total	9.1%
Below 55	1097	the Percentage in Total	66.08%

The teaching staff of College English of the university made a scientific statistics and analysis based on the placement test performance of the 2017 grade new students. They got a profound realization that the Entrance Placement Test achievements of 2017 grade college students are relatively poor in the recent years (as shown in Table 1) There are only 412 students above 60 marks, account for only 24.82%, and the students below 60 marks account for 75.18%. If we still adopt traditional teaching management mode, teaching methods, the way of lacking a thorough arrangements. It's too late to study the teaching situation and to assess English teaching quality after the final examination results turn out. The current situation urgently requires college English teachers put forward new methods, carrying out new measures and innovating some effective ways to reform college English teaching and to improve the teaching quality of College English so that there is a rapid leap in near future.

3. It's urgent to implement dynamic supervision management of College English teaching quality.

With the severe situation of such poor performance of new college students in college English Placement Test, it's an urgent project for college English teachers to deepen the reform in the

teaching quality management of college English and to carry out the dynamic supervision management of college English teaching quality.

3.1 Dynamic supervision management of teaching quality is the most urgent one in all of teaching reforms.

Zhou Yuanqing (2002) ever pointed out: "In the new century, the higher education in our country has stepped into the period with continuing adjustment and comparatively great development both in quantity enlargement and quality adjustment. Paying attention to the quality of higher education should become the eternal theme and lifeline of Higher Education. Improving the consciousness of quality and strengthening the education of makings are the center of the reform in education philosophy. The constant improvement of quality consciousness has become the agreement of higher education reform. Our teaching staff has devoted a great deal to education reform in the past years and adopted many correspondent measures. However, education reform is truly an Issue requiring our permanent attention, which should be carried out persevering with the development of the situation and requirement of the era. " With the development of science and technology and rapid advancement of society, especially after entering WTO, our county has been involved in the course of economic globalization. Meanwhile, the reform in management system of higher education has also achieved break-through development. The higher educational circle put the emphasis on "improving teaching quality". Many colleges organized teaching staff to make surveys, finding and analyzing the pertinent causes. They took measures and held teaching conferences. Men of insights provided various ways to improve higher education quality. Education Department and bureaus concerned issued documents for several times to improve education quality can't be considered as it stands or as a makeshift, but should be realized strategically from a higher stage, i.e., the quality of higher education in the new era should be Studied with the time and the current situation from trend of the development of higher education reform, and from the developing panorama of a college in the 21th century.

The students of band one course should score 60, or at least above 55. The students below 55 should study sub-band course according to the standard of English Placement Test for new college students in Beijing. If we grade students in accordance with this standard, only more than 563 students among 1660 students of 2017 grade in our college can study band 1 courses, while the rest 1097 students the sub-band courses. In general, when the students finish the Study in the elementary stage of the 4 terms, the students who can fulfill college English band 4 courses at most account for 33.92% while the rest students can't meet the requirements of college English courses. The requirement of passing percentage in band 4 is obviously an arduous task to accomplish. Is it still feasible to improve the teaching quality of college English and passing percentage through adopting comparatively scientific measures ?

Rather than follow rules docilely, reform should begin with the innovation of ideas and go with the time rather than confine to the outdated ideas and ways of doing things regardless of the

changes of historical and current situation. In all the innovations of the society, the one in the ideas is most fundamental, so is the reform in college English teaching in the new era. The whole teaching staff analyzed, counted and graded the 2017 year students based on the philosophy of converting ideas, updating concept and drawing on the wisdom of the masses. We audaciously grouped the 563 students scored above 55 into "Band 1 Class". All the teachers came to the agreement that most of the students scored 55 can probably meet the requirements of the college English course teaching in the set period if they study hard under the teachers proper guiding in accordance with students' aptitude. The 1097 students scored below 55 were grouped into Sub-band Class. Teachers added study period to input basic contents of college English course and to advance English performance to help them catch up with the others. Meanwhile, we aimed at constantly improving the students performance in the 4 terms of English teaching through the dynamic supervision of teaching quality.

No reform, no ways out. The key to improving teaching quality of college English lies in reform. The reform in higher education is all-round, including the reforms in teaching management system, student cultivation mode and cultivating method and teaching contents, the most urgent of which is the reform in supervision management system of English teaching quality. Without scientific, sound, perfect and effective supervision management system of teaching quality, the other aspects of reform can only rest superficially. The dynamic supervision management system of college English is proposed based on the philosophy.

3.2 Establishing scientific and systematic supervision management system of teaching quality is an essential measure to ensure stable improvement in English teaching quality.

It was pointed out that teaching assessment is an important tache in college English teaching in the No.5 teaching assessment of College English Curriculum Requirements issued by Education Department (2004). An comprehensive, objective scientific and accurate evaluation is of vital importance to the achievement of the course goal. The evaluation system not only helps teachers to obtain feedback, improve administration of teaching, and ensure teaching quality but also provide students with an effective means to adjust their learning strategy and methods and improve their learning efficiency. Teaching evaluation consists of formative assessment and summative assessment. Education administrative department of all levels and the leaders of higher education should attach great importance to the assessment of teaching quality in the assessment of college English teaching.

Based on the requirements of the document *Basic Curriculum Requirement*, the college English staff put forward the idea of constructing Dynamic Supervision and Management of College English Teaching Quality, and carried it out in the college English teaching of grade 2017 students, which is an essential measure to construct scientific and systematic teaching quality supervision system and ensure the steady improvement of college teaching quality. Dynamic Supervision and Management of College English Teaching Quality is of great importance on

whether it can reflect the teaching quality of college English curriculum comprehensively, justly, objectively, scientifically and accurately. In order to implement regular and dynamic supervision and feedback of teaching quality, we have to combine the formative assessment of monthly test to college English teaching and summative assessment of final examination, and to carry out comprehensive and dynamic supervision administration on the college English teaching quality of all grades in each term. The dynamic supervision administration includes the analysis of monthly test achievements, the analysis of final examination achievements, the analysis in the range changes in the five sub-entry achievements in monthly test, the analysis of subjective and objective questions, the analysis of test paper credibility, score point difficulty effectiveness and differentiation, expert supervision and teaching assessment analysts, the analysis of students assessment, teaching process and teaching arrangement, the adjustment of teaching content and teaching method reform and so forth.

4. Findings

It's proved that Dynamic Supervision and Management of College English Teaching Quality greatly advanced in steadily improving college English teaching quality and mastering students' learning contents in the two years since the supervision system was carried out in college English teaching of grade 2017. The whole teaching staff come to the agreement that it's of vital importance to implement Dynamic Supervision and Management of College English Teaching Quality in the whole process of college English teaching. Strengthening the guidance supervision and urge, and inspection ensures obtaining the teaching goal and improving the teaching quality.

References

Higher Education Department of Education Ministry, *College English Curriculum Requirements*, Higher Education Publishing Press, 2004.

Xinhua News Agency, representative, Li Wenhai: *Quality Should Be Put in the First Place in the Enlargement of College Students*, China Education Newspaper, 2002,(3).

Zhou Yuanqing. *New Century: Aware Education Quality Strategically* [J] China Education Newspaper, 2002, (2).

About the Author: Peng Peilan (1975-), female, is a associate professor of Beijing Institute of Petrochemical Technology, and a Doctoral candidate of Beijing Foreign Studies University, Beijing.

Research Direction: Foreign Language Education; Language Policy and Cultural Identity.