

Analysis of Effective Strategies for Promoting English Language Teaching

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Abstract: With the development of global economy, the demand for communication between China and the world has increased. As a common language of the world and basic tool of communication, English plays an important role in exchange between China and other countries. Thus, effective improvement of English language teaching has a positive influence on economic development. This work will analyze the current situation of English language teaching, with suggestions for reference.

1 ANALYSIS ON ENGLISH LANGUAGE TEACHING

English language teaching is an important part of English teaching. On the one hand, it can improve students' enthusiasm on learning; on the other hand, it can cultivate innovative thinking for students. Due to global economy, English is not only a subject, but also an important tool of implementation of international exchange. Along with social competition, market puts forward a higher requirement for talents' English level, such as excellent written and spoken skills (Han Baomin, 2013). With a lot of problems on methods of teaching, it makes a certainly negative effect on training talents with application ability.

1.1 Ignorance of practical teaching

In globalization, society puts forward a higher expectation for English talents. In the market selection, it is important for candidates to have the ability to communicate with people both in oral and written rather than language theory, so English language teaching should not only focus on theory. However, their methods and ideas are still very traditional and conservative. In teaching process, teachers focus on theoretical knowledge to cultivate ability in examination, while students simply learn boring theory by listening and taking notes. This malpractice has deviated from "student-centered"

teaching philosophy which often exists in English language teaching (Wang Chenxi, 2010).

1.2 Low professional quality

Teaching methods need continuous innovation and progress. In English teaching, teachers should define themselves as both teachers and students to find defects in their teaching and learn from them. Then they can improve knowledge level and explore more effective methods to improve teaching quality. For example, if students cannot centralize their attention or have no interest in learning, it is wrong to blindly blame them. Conversely, if they rethink and make some appropriate adjustments, they can easily attract students with more enthusiasm (Wang Pingshan, 2014). Although this is a good mode, many teachers have not achieved yet. They just take teaching as a daily task, with no progress in knowledge and teaching quality. That is a taboo entirely against English language talents' training.

1.3 Weak team cooperation consciousness

Cooperation among teachers directly affects English teaching quality, but English teachers in each school have rare cooperation. Teachers have different methods and means, but lack communications in syllabus and knowledge. An immediate result is the messy teaching system and uneven teaching quality which are not conducive to establish a scientific, standard, and effective teaching system.

2 FACTORS ON ENGLISH LANGUAGE TEACHING

2.1 Cultural Factors

There are two kinds of cultures in English language teaching. One is the knowledge mainly referring to the political, economic, educational and cultural knowledge; the other is communicative culture. It refers to negative effect factors when people from different cultured background when transfer information in communication, such as honorifics, courtesy language factors and non-language factors like gestures. English language teachers need to understand foreign countries, which is mainly due to their social culture influences on language. Only with a full understanding of social culture, can students master English well and avoid embarrassing situations by inappropriate language.

2.2 Affective factors

There are two types of affective factors on English language teaching. The first is students' individual affective factor, such as no self-confidence, emulative heart; the second is emotion between teachers and students or among students, such as classroom interaction. Some of students' individual affective factors directly affect their learning. For example, students who are not confident will not be active in class performance and practice, and dare not to speak in English. If things go on like this, their English oral expression will never upgrade. The relationship between teachers and students or between students and students directly affect the classroom atmosphere. If it is very cold and heavy, students' learning enthusiasm will be some impact, which is not conducive to English language teaching.

2.3 Students' individual difference

Students groups being relatively large, there is some difference on student's learning styles, capacities to receive knowledge. Some students digest and absorb knowledge more quickly, and understand the content as soon as teachers said, while others spend more time on study. Teachers should pay attention to individual differences of students, and teach them in accordance with their aptitude.

3 EFFECTIVE STRATEGIES TO ENHANCE ENGLISH LANGUAGE TEACHING

Teaching model is traditional, and teachers still adopt "spoon feeding" mode. Correspondingly, students completely have no interest in learning. As China now is generally promoting quality education, teachers need to abandon previous traditional way and constantly innovate teaching means. They should pay attention to the position of students' subjectivity, and develop their creativity and application.

3.1 Innovation on teaching ideas and review process

In the development of national economy and era of progress, English language teachers need keep pace with times. In order to realize innovation of teaching thought and methods, teachers should not only care for students' scores, but should pay attention to whether they have learned real knowledge and apply them into daily life. It is an important standard to measure teachers' teaching quality, instead of scores. If teachers constantly stressed fractional importance and neglect application, students can easily generate resentment, which directly affects quality of learning.

First of all, English teachers should abandon cramming method, and pay more attention to students' subject status, and actively cultivate their application. Under this guidance they can have a more positive attitude, and completely abandon previous passive mode at the same time. Situation teaching, multimedia presentations, movies or reading are good methods. Things like arranging several students to play performance in English, on the one hand, can exercise students' ability of "daring to speak", and on the other hand, can stimulate their enthusiasm. Secondly, teachers should regularly review and improve their teaching methods from students to students to see real situation. For instance, teachers can use role reading, debating competition, scene shows and other manners to approval results of teaching. Besides, it can be a clear analysis of whether their teaching model has played a role or not, which would be a coup on two levels.

3.2 Strengthening solidarity and cooperation among teachers

A school has more than one English teacher. Besides, every teacher has his unique teaching method, different views and priorities for teaching knowledge. Through cooperation, they can realize complementary advantages, and their knowledge accomplishment can be promoted at the same time. Blend of knowledge, skills, and methods between teachers can directly affect teaching level, because, by learning from each other in selection, one can use other teachers' experience to improve his own classroom activity, arousing students' interest. This way has a strong role in promoting learning quality.

3.3 Cultivation of students' reading ability

Listening, speaking, reading, and writing are four basic skills of English language, and reading ability directly influences students' overall English level. Because of a global economic society, a large part of English application is embodied in reading and oral communication. So teachers need to focus on reading teaching, which is not only conducive to students' vocabulary, understanding of international society and culture, but also laid a good material foundation for students' oral communication. In addition, because students' English application atmosphere is not so strong at school, they can cultivate English thinking through extensive reading. For example, accumulating material exchange is a good way to hone English thoughts, train sense, making an important significance in improving their English level.

3.4 Enhancing English practice teaching

The evaluation criterion of learning a foreign language well is whether he can skillfully use it in communication or not. If teaching achievements only mean to read English words and mutually translate Chinese and English, it may not have succeeded in teaching. Therefore, teachers should focus on practice teaching, and guide students to apply learned knowledge into practice and learn in dialogue and communicate, thus teaching significance can be realized fundamentally. For example, many schools organize activities such as English corner, English speech contest, English composition, and so on in practice teaching modes.

3.5 Cultivating students' autonomous learning ability

First of all, teachers should cultivate students' ability to learn English words by themselves. As foundation of listening, speaking, reading, and writing, vocabularies are not entirely contained in textbooks, so it is necessary to cultivate students' self-study ability of English words. They need to accumulate more words in ordinary English reading, and teachers should cultivate students' capacity of vocabulary. English generally have phonetic pronunciation, so students can record fixed sounds in notebook, and make full use of time to enhance memory on them. On the other hand, teachers can guide students to learn some phrases and sentences then provide enough opportunities like English composition to let them express what they have learned. Besides, students had better to prepare an English-Chinese dictionary, in case of meeting foreign words in self-learning.

Secondly, teachers should cultivate students' self-study ability of grammar, which is very important in English language learning. But grammar ability mentioned here does not refer to detailed grammar requirements. Instead it is an implementation of language that others at least can read and understand. For example, "Chinglish" language is a joke produced by incorrect grammatical usage. Grammar teaching, on the one hand, relies on teachers in classroom; on the other hand, it relies on students' accumulation in daily reading. Encouraging students to read original works, and guiding them to record and recite good statements in reading can develop their language sense and avoid from making "Chinglish" joke.

3.6 Paying attention to students' individual difference

Facing a lot of students with different learning methods, basis and understanding, teachers need to spend time to perform individualized assessment, and adopt different methods for their learning style. Because of the individual difference, teachers should give opportunity to show students' advantages and strength. For example, they can adopt one-on-one counseling model inside and outside of class, so talent students can help other classmates who have weak foundation or slow absorption ability. This can realize complementary strengths and weaknesses and increase overall level of class teaching.

3.7 Innovation on assessment mode of teaching

Assessment methods of traditional English language teaching are relatively single, which mainly test students by English listening test and English written examination (reading, grammar correction, sentence completion, etc.). This kind of method is too simple to synthetically reflect students' practical level. Therefore, in new situation, schools should improve this mode to realize a comprehensive evaluation. For example, proficiency assessment can be divided into three parts in a certain weight separately. First part is classroom assessment according to usual performance and homework. Second part is learning achievement report. Students can participate in it through any mode such as scene simulation, English writing and demo. Third part is written examination achievement. Through comprehensive evaluation of three parts, a more fair evaluation is created to accelerate comprehensive development for students.

4 CONCLUSION

Along with internationalization deepening and frequently international exchanges, English, as a global language, plays a more and more important role in promoting global economic and cultural exchanges. As it is a foreign language in China, English language teaching is different from Chinese. In practical teaching, teachers should take effective measures according to real situation, thereby enhancing the effect of English language teaching.

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