

A study on Strategies for Connecting College English and High School English Teaching

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Abstract : Based on the analysis of the problems existing in the English learning process of the freshmen, the current paper explores the strategies for connecting college English and high school English teaching: conducting a preliminary assessment to learn the current situation of students' learning, strengthening listening and speaking training to build self-confidence in English learning, gradually changing learning concepts to cultivate autonomous learning ability, adopting diversified teaching methods, and so on.

Key words: College English high school English cohesion strategies

Date of Submission: 06-10-2021

Date of Acceptance: 21-10-2021

I. INTRODUCTION

The College English course teaching requirements proposes to cultivate students' Comprehensive English application ability, especially listening and speaking ability, so that they can effectively communicate in English in their future work and social communication, enhance their autonomous learning ability and improve their comprehensive cultural quality, so as to meet the needs of China's social development and international communication. However, influenced by exam-oriented education, high school education mostly focuses on "cramming" teaching, focuses on the indoctrination of students' vocabulary and grammar knowledge, and ignores the cultivation of comprehensive ability of listening, speaking, reading, writing and translation. Therefore, the freshmen can not adapt to the new teaching and learning methods of College English. However, CET-4 and CET-6, postgraduate entrance examination and severe employment pressure have made college English a compulsory course. Therefore, how to help freshmen quickly adapt to college English learning and gradually improve English proficiency seems particularly important.

II. SEVERAL CHANGES IN COLLEGE FRESHMEN'S ENGLISH LEARNING

2.1 Teaching method

The teaching of high school English is rarely organized in English. Moreover, classroom activities focusing on listening and speaking are rarely carried out. However, College English teaching is basically all English, and the introduction part of each unit is usually a topic designed for listening and speaking ability training. This kind of change made the freshmen who had poor listening and speaking skills at a loss what to do. As a result, some students gradually lost their interest and confidence in English learning.

2.2 Teaching content

High school English emphasizes the accumulation of language knowledge and neglects the cultivation of comprehensive language ability. The study of college English not only focuses on the cultivation of language communication skills, but cultivates students' listening, speaking, reading, writing, and translation skills.

2.3 Teaching methods

High school English text teaching mainly adopts grammar -translation method, based on behaviorist psychology, or structural method, focusing on cultivating language knowledge and language ability. However, after entering the university, the focus should gradually shift from cultivating language skills to cultivating communicative skills. Teaching can use "top-down" or "bottom-up" or both methods to allow students to grasp the whole text thoroughly.

2.4 Ways of learning

There are many hours of English teaching in high school, and most students learn English under the supervision of teachers, lacking autonomy in learning methods. After entering the university, English classes are only four hours a week, and require students to study more by themselves after class, which puts forward higher requirements for students' autonomous learning ability.

III. PROBLEMS IN ENGLISH LEARNING FOR FRESHMEN

Based on the above-mentioned major changes in freshmen's English learning after entering the university, students have encountered many problems and difficulties in the early stage of enrollment:

3.1 Poor self-study ability in English

In the high school years, students are supervised and guided by teachers and parents in their studies. However, after entering the university, the brand-new living and learning environment and curriculum arrangements have given students plenty of free time and left them at a loss for a while. The English class with only four hours a week makes them feel confused about English learning. They don't know how to study, and they don't know how to use the time to learn English after class.

3.2 Insufficient vocabulary mastery

The construction of The high school English syllabus requires a vocabulary of 1,800 words, while the college English syllabus requires a vocabulary of 4,200 words, which is a large span. Moreover, many students only know a certain meaning or root meaning of a word, but do not know its other meanings and its extended and figurative meaning in a specific context. At the same time, memorizing vocabulary is simply rote, lacking effective methods.

3.3 Poor listening and speaking skills

There are no particularly strict requirements for speaking and listening in the high school stage. Teachers rarely teach students any listening and listening skills. Oral training has hardly involved any pronunciation skills. As a result, in addition to the inaccurate pronunciation, students know little about the differences between English and American pronunciation, intonation, stress, loss of blasting, continuous reading, etc. The problem of poor listening and speaking skills is common among freshmen. This directly leads to students being ashamed to speak in English class, afraid to actively participate in oral activities, unable to follow the teacher, and gradually lose confidence in English.

3.4 Lack of cultural knowledge

Each language is related to a specific culture. Therefore, if you want to learn a language well, you must first learn the culture related to it. Then, study of the culture of English-speaking countries is vital in English learning, and cross-cultural communication. The English study in high school mainly revolves around vocabulary and grammar, and the study of British and American culture is almost a "vacuum zone" for them. Therefore, in the process of reading and communication, there are always many semantic misunderstandings and misuses.

3.5 Poor writing ability

The purpose of high school English is that students can understand grammatical knowledge and make grammatically correct sentences. Therefore, the acquisition of grammar mainly relies on teacher-injected explanations. Students passively perform rigid exercises. As a result, grammatical errors emerge endlessly in the writing process, and there are also big problems in the structure and coherence of the article.

IV. COPING STRATEGIES FOR COHESIVE TEACHING

4.1 Conduct a preliminary assessment

After the freshmen enter the school, the teacher simply conducts a basic assessment of the students' English proficiency in order to learn the students' current knowledge level. In teaching, the teacher ought to combine the new knowledge with the old so as to improve teaching efficiency. What's more, the teacher should learn the high school English syllabus and teaching materials. When explaining new words, the teacher should try to connect with the words students have learned before. When making sentences with new words, the teacher can bring the old with the new, improve the repetition rate of words, and achieve the purpose of mastering new words and consolidating old words. When explaining the text, in addition to the grammatical analysis of some complex and lengthy sentences, the teacher should also summarize some special grammar according to the students' actual grammar level, so as to re-establish the scattered and fragmented grammar system in the students' mind. In addition, the teacher should master students' oral listening level through oral

communication with them in class. If their pronunciation is generally poor, the teacher can use the normal teaching content in the previous few weeks to supplement students' phonetic knowledge and correct the pronunciation. At the same time, the content, requirements, methods of college English teaching, and the differences from high school English should be introduced before freshman English teaching, so that freshmen can have a more scientific understanding of college English teaching from the very beginning.

4.2 Strengthen listening and speaking training and build self-confidence

Design some life-oriented classroom activities that students are interested in, and fully mobilize the enthusiasm of students to participate, so that they dare to speak and want to speak. As far as I know, many students actually want to open their mouths, but they don't know how to express them in English. Therefore, in the topic design link, pay attention to giving students a certain amount of "vocabulary and sentence support" before letting them discuss, so that they will be more relaxed when they talk. In addition, a "free talk" activity can be organized before the start of each English class, allowing students to prepare small speeches by themselves, or talk about their thoughts on some news, movies, etc., which can exercise students' oral expression skills and also give everyone an opportunity to show themselves and build up their self-confidence in English learning. At the same time, do not overly correct the pronunciation errors and grammatical errors in the students' oral practice, so as to avoid discouraging their enthusiasm to speak English. Set aside time every week for students to concentrate on listening training and to teach some feasible listening skills in a timely manner. Teaching in all English is actually an effective way to train students' listening skills. But it is necessary to give students a process of adapting, from less to more, from slow to fast, gradually lengthen the teaching time in English, and gradually improve the speed of English. Try to use familiar and easy-to-understand vocabulary and sentence patterns with certain gestures and movements. Instruct students to use spare time to carry out listening training, such as listening to English radio, watching English movies, listening to English songs, and reading English and American essays have not only broadened their horizons, but also allowed students to unknowingly improve their listening skills in a real language environment.

4.3 Gradually change learning concept

Guide students to change the learning concept of passive learning in high school age and cultivate their ability of autonomous learning. Using learning strategies to help students effectively solve problems and improve their efficiency is an important basis for judging autonomous learning ability. Oxford divides language learning strategies into memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, social strategies and affective strategies. Among them, metacognitive strategies are particularly important for college English learning. It helps learners to use metacognitive knowledge to rationally arrange, plan, monitor, adjust and evaluate learning tasks, and make their learning methods and processes more reasonable and efficient through continuous adjustment and improvement.[4] However, students' cognition of learning strategies is vague. Their learning is limited to completing the homework assigned by the teacher, previewing and reviewing texts after class according to the teacher's instructions, instead of making learning plans and arranging daily learning tasks on their own. It is rarely possible to summarize the gains and losses in learning. Therefore, in the enrollment stage of freshmen, teachers should not only consciously arrange the learning content and some self-study methods for students, but also gradually establish their self-learning awareness and develop good habits of self-study.

4.4 Integrate British and American culture into the classroom

Each unit of the College English textbook focuses on a topic. The genre of the text is also very wide, involving many aspects of Western society. Therefore, the introduction of some cultural knowledge in a timely manner can not only help language learning, but also help students broaden their horizons. For example, in the third unit "More Than Words" of the first book of "New College English", published by Zhejiang University, the teacher can add some animal-related idioms to help students understand the cultural connotation and extension of vocabulary. And in the fourth unit "Fresh Start" the teacher can add some introductions related to university campus life in British and American countries, which allows students to understand how college students in English-speaking countries spend their university life. Students can compare Chinese and western cultures while acquiring languages. During teaching, teachers can try their best to supplement background knowledge, download some pictures and audio materials to let students understand western cultural customs, encourage students to actively consult relevant cultural knowledge, and recommend students some films reflecting western culture.

4.5 Diversify teaching methods

The Teaching Requirements for College English Curriculum put forward: "The original single classroom teaching mode with teachers as the centre should be improved by a new teaching mode. The new

teaching mode should be supported by modern information technology, especially the Internet technology, so that English teaching will develop in the direction of personalized learning, learning that is not limited by time and place, and active learning. Therefore, the full implementation of multimedia network teaching and the formation of a complete language learning system, which combines classroom teaching and extracurricular learning, will help students develop the habit of autonomous learning and cooperative learning. At the same time, it can also change the teacher-centered pattern, so that students can truly become the master of learning in the process of cooperative learning and self-learning while teachers become guides, consultants and facilitators.

4.6 Feedback regularly to enhance teacher-student interaction

In the first semester, a quiz can be conducted regularly to test students' learning effects through some designed topics, and timely and effectively adjust teaching methods or teaching content. At the same time, it is necessary to communicate with students frequently to understand the inner world of students and their requirements for English learning, so as to improve the teaching progress of teachers, so that students can adapt to college English learning as soon as possible and improve their English proficiency.

4.7 Establish a scientific evaluation system

Teaching evaluation is an important part of college English teaching. Comprehensive, objective, scientific and accurate assessment system is very important to realize the curriculum objectives. It is not only an important basis for teachers to obtain teaching feedback information, improve teaching management and ensure teaching quality, but also an effective means for students to adjust learning strategies, improve learning methods and improve learning efficiency. At present, formative assessment and summative assessment are two commonly used assessment methods. The former can observe, evaluate and supervise the learning process of students through the records of classroom activities, online self-study records, learning files and discussions, so as to promote students' effective learning. This kind of assessment is particularly important in the implementation of multimedia teaching characterized by students' autonomous learning. As a quantitative test method, it should mainly evaluate students' comprehensive ability of using English. Although the new curriculum standard of high school requires the evaluation of students' learning to combine the formation and the summative, but restricted by the factors of college entrance examination, it is basically unable to do this, and the examination is basically the evaluation method of students. However, with the change of college English teaching mode, there has been a qualitative change in the way of college English evaluation, which has formed an evaluation system integrating formative evaluation and summative evaluation to make the evaluation more valid and reliable. The evaluation method adopts the method of "file bag", which sets up files for all students to record their quiz scores, classroom performance, homework completion, extracurricular activities participation records and so on. In the portfolio, ordinary performance and the final account for the total score and Wang Haibo, so as to reflect the real level of students.

V. CONCLUSION

To sum up, there is a big difference between high school English and college English teaching. College English teachers must adjust their teaching goals and teaching methods according to the actual situation of the students, and make an effective connection, so that students can adapt to college English teaching as soon as possible.

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