

On the Constructing Strategies of Experimental Teaching System of College English

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Abstract: This paper first concludes the relevant definitions of experimental teaching of college English, which can deepen the understanding of the scientific positioning, connotation and importance of experimental teaching of college English, and then explores the relevant strategies for the construction of experimental teaching system of college English in various China's colleges. This paper provides a reference for the development of experimental teaching of college English.

Keywords: College English; Experimental teaching; Connotation; Teaching system; Experimental content

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To cultivate the demanded application-oriented talents in China, the teaching form of college English should not only be the traditional classroom teaching of theoretical knowledge, but also need to integrate practice into theoretical learning. Therefore, the educational department proposes to develop a experimental teaching system of college English and carry it out, to help cultivate more excellent application-oriented talents in English.

1 Connotation of Experimental Teaching of College English

1.1 Positioning of experimental teaching of college English

The key to achieving good teaching results in college English teaching is to adopt scientific and effective teaching methods. In the development of China's

education, experimental teaching methods have been widely applied in the field of natural science, with relatively satisfactory results. The experimental teaching method is also slowly integrated into the field of humanities. Among them, the experimental teaching method has been applied to varied fields of economics, accounting, management, etc., and has already become successful teaching experience, so the experimental teaching method has drawn more and more attention in the field of humanities^[1]. Although college English is a typical humanistic science, it is not applied in the teaching in general colleges. It can be said that experimental teaching hasn't been integrated into college English. If you want to conduct experiments in college English teaching, you can only learn from relevant experience from other subjects.

1.2 The connotation of experimental teaching of college English

Experiment is based on theories, and it is the practice of theories. Experimental teaching of college English is based on the basic teaching of college English. Therefore, experimental teaching of college English can only be regarded as a part of college English teaching, but it also plays a key part. The importance and purpose of its development is to improve the quality and efficiency of teaching, strengthen the practice of students' English knowledge and so on. The connotation of experimental teaching of college English can be divided into two aspects. First, from a macro perspective, experimental teaching of college English includes the following contents. First, it is a test and development of the theoretical basis, including the learned theories of college English knowledge and the theory of the methods in college English teaching; Second, it can effectively cultivate the

practical ability of college students' English learning; Third, it needs to conduct experimental teaching of college English. Moreover, from a micro perspective, experimental teaching of college English can also be regarded as practical teaching, but it is not equal to practical teaching, because practical teaching includes social practice and campus experimental teaching. But experimental teaching of college English can only be the experimental teaching in colleges, because college students generally do not have the opportunity of social practice. So college experimental teaching has become an important part in practical teaching, and has also drawn great attention from colleges.

1.3 The meaning and positioning of the target of experimental English

The so-called experimental English refers to the development of relevant college English through a specific teaching form and a perfect teaching system. It is an important part in college English teaching and is also an effective way to deepen the reform of college English teaching. The way is also important for the cultivation of innovative talents, compound talents and the improvement of college English teaching. Through experimental English, we can also better cultivate students' practical ability, ability of application and improve students' professional qualities. The development of experimental English is very important for improving the quality of college English teaching. The first thing to be completed in the construction is to construct the concept of experimental English so that teachers and students can understand the meaning of experimental English in depth. To integrate this new form of teaching, it is necessary to construct an experimental English teaching model based on English theoretical knowledge and practical needs^[2].

Experimental teaching of college English is actually based on the existing college English teaching. Based on the analysis of the existing teaching, a scientific and effective experimental teaching of college English is developed. Through the analysis of the teaching process and results, we can effectively discover the problems

in the current theoretical teaching and experimental teaching of college English, and then make effective improvements to optimize the theoretic teaching of college English and better improve the quality of teaching. In addition, experimental teaching of college English is also an practice created by colleges for students, helping students to apply the theoretical knowledge they have learned to practice in time, which can solve the students' poor English listening and speaking skills in traditional teaching. Through experimental teaching of college English, we can better improve students' ability of applying English, and also enhance students' strength for their future career.

2 The Constructing Strategies of Experimental Teaching System of College English

2.1 Optimize the curriculum of college English

The traditional college English is basically based on classroom teaching of theoretical knowledge. However, as English and the application of English in various fields become popular, students' learning needs of college English are gradually increasing. Especially in the traditional college English teaching, there are a large number of students who only memorize English knowledge by rote without using it, which leads to the dilemma in listening and speaking. So most students are not satisfied with only mastering the theoretical knowledge of English, but pay more attention to the practical use of English. The development of the experimental teaching of English meets this demand. With the integration of the experimental teaching of English, the original curriculum has also changed, from the traditional distribution of credits by semester to the current reasonable distribution of credits according to the content of the teaching or the length of the learning hours^[3]. According to the structure of the experimental teaching system of English, the relevant learning hours and distribution of credits are shown in the following table 1.

Table 1. Setting of experimental teaching system of English and distribution of credits

Semester	Experimental courses	Learning hours	Credits	Learning hours face to face	Credits	Total credits
The first semester	Grammar experiment	32	2	32	2	4
	Compulsory course A	16	1			
The second semester	Compulsory course B	16	1	32	2	4

Continued table 1

Semester	Experimental courses	Learning hours	Credits	Learning hours face to face	Credits	Total credits
The third semester	Compulsory course C	16	1	32	2	4
	Compulsory course D	16	1			
The fourth semester	Exam	24	1.5	32	2	4
	Comprehensive experiment	8	0.5			

2.2 Setting of the experimental content of college English

The specific experimental content of college English teaching needs to be determined according to the relevant teaching books and the students' relevant needs

for English practice. So we have collected specific statistics and analysis according to the relevant situation of English teaching at present, thus formulating a series of projecting modules of the experimental teaching of college English, which can be seen in Table 2.

Table 2. Setting of experimental English and distribution of learning hours

Number	Experimental name	Type	Difficult level	Types of participating people	Reference for learning hours	
					extracurricular	Classroom learning
1	Follow reading	basics	elementary	single	half an hour	15 minutes
2	Vocabulary expanding	basics	elementary	single	1 hour	20 minutes
3	Imitative speaking of conversation	skills	elementary	multiple people	1 hour	25 minutes
4	Training of listening skills	skills	elementary	single	3 hours	25 minutes
5	Imitative writing of Conversation	skills	secondary	multiple people	1 hour	25 minutes
6	Situational simulation and role play	skills	secondary	multiple people	3-5 hours	20 minutes
7	Group discussion	comprehension	secondary	multiple people	1 hour	30 minutes
8	Interview	comprehension	advanced	multiple people	1-2 hours	30 minutes
9	Prepared speech	comprehension	advanced	single	3-4 hours	30 minutes
10	Micro research and show	inquiry	advanced	Single or multiple people	7-8 hours	30 minutes

From the above table, we can see that the experimental teaching of college English is divided into multiple aspects in terms of setting, and it is divided into three levels in terms of difficulty: elementary, secondary, and advanced, and there are also types learning the basics, skills, comprehension, and inquiry. In addition, each experiment is also divided into classroom learning and extracurricular learning. There are both teacher's explanation and guidance during the student's autonomous experimental learning. From the perspective of classroom learning, the main focus is on students' autonomous experimental learning, and it can be completed by a single person or by multiple people. It can be said that the experimental content is relatively humanized and scientifically rationalized. Each experimental course has different experimental processes according to the requirements and the focus

on training students' ability in certain aspects. Whether the literary theory is classroom experimental teaching or an extracurricular experiment requires teachers and students to seriously follow the operating process.

2.3 Reform the experimental teaching form of college English

The experimental teaching form of college English is different from the traditional English teaching. In the teaching form of experimental teaching, it effectively highlights the student's dominant position in the teaching process, and also allows teachers to guide more effectively in teaching. The teaching form of experimental teaching is relatively systematic, which includes the following three aspects.

2.3.1 Face-to-face teaching in class

The experiment is based on sufficient theoretical

knowledge, so even if the experimental teaching form is important to the cultivation of students' ability and future development, the teacher's status in imparting theoretical knowledge is also essential in experimental teaching. Theoretical knowledge includes many aspects, such as English grammar knowledge, English pronunciation, and analysis of experiments. Students are the main body in the learning process, and teachers are

guides to help students achieve better learning effects, so it is important to teach according to the syllabus. But it is even more important to understand students' needs and solve the students' practical problems to improve the quality of teaching. Therefore, a questionnaire was made in response to the students' needs for face-to-face teaching in the experiment. The results are shown in Table 3.

Table 3. Questionnaire of students' demand for face-to-face classroom teaching

Items	Number of participants	The lowest score	The highest score	The average score
Hope to get the teacher's overall evaluation and suggestion for his experiment	1879	1	5	4.7839
Hope to get the teacher's guidance on the pronunciation during the experiment	1879	1	5	4.6527
Hope to get the teacher's guidance on the use of grammar during the experiment	1879	1	5	4.7482
Hope to get the teacher's guidance on the use of English words during the experiment	1879	1	5	4.8845
Hope to get the teacher's comments on their experimental cases	1879	1	5	3.8214
Hope to hear the teacher's comments on other students' experimental cases	1879	1	5	4.4116
Hope to hear the teacher's correction during the experiment	1879	1	5	4.5523

As can be seen from the results in the above table, most students expect teachers to guide them English grammar, pronunciation, and use of words during the experiment. It can be seen that after students have conducted experimental learning in person, they are more aware of some of the existing problems in English grammar, pronunciation, and use of words, and become more willing to work hard to improve their professional knowledge. However, students' willingness to accept teachers' comments on their experimental cases in the classroom is not high, but they are very willing to listen to teachers' comments on other students' experimental cases. It can be seen that students are not very confident in their experimental cases, but they are willing to learn from others' perfect cases. Therefore, teachers should

encourage students and strengthen their self-confidence to make greater progress in the future teaching^[4].

2.3.2 Extracurricular experiment

The setting of the experimental teaching of college English is mostly made by students for extra-curricular learning. Therefore, whether students can better complete the experimental tasks and improve the quality of learning matters whether students can learn autonomously. To better understand students based on the actual situation and difficulties in autonomous learning, a questionnaire on several aspects of students' requirements was conducted based on autonomously extracurricular experimental learning. The specific contents and results are shown in the following table.

Items	Number of participants	The lowest score	The highest score	The average score
Can fully understand the designing purpose of the experiment	1879	1	5	4.0152
Can complete the experimental task on time when ensuring the quality	1879	1	5	4.1327
Can prepare in advance according to the task	1879	1	5	3.8274
Can effectively cooperate with classmates in tasks	1879	1	5	4.3598
Can learn from relevant cases	1879	1	5	3.6153
Can actively complete other tasks beyond the assigned ones	1879	1	5	2.6759

The results of the above table show that most students can well understand the designing purpose of the experiment, and at the same time can complete the tasks assigned by the teacher on time. And during the experiment, most students are very willing to cooperate with classmates to complete the task together. However, for other items, such as making preparation before the task begins, actively learning from other related cases for reference based on the requirements, and actively completing other experimental tasks, *etc.* The feedback of these items mainly reflects the process of students' independent experiments outside the classroom. They lack autonomy in learning and interest in completing the experiment. Therefore, English teachers should improve the methods and contents in the teaching process, so as to better stimulate students' ability of autonomous learning and interest.

2.3.3 Participate in innovative items and competitions

Innovative items and competitions can greatly stimulate students' enthusiasm and their competitiveness, which are also a relatively effective teaching form adopted in English experimental teaching. Students cannot be motivated without competition. If students are allowed to conduct independent after-school learning experiments, it is difficult for students to be enthusiastic. Therefore, the school can effectively combine some experimental tasks with related innovative items or a competition to set related experimental tasks.

2.4 Construct a diversified evaluating mechanism

Teaching evaluation is very important in the experimental teaching system of college English. Scientific and effective teaching evaluation can better help find out the problems in experimental teaching, and then take corresponding measures to improve the effect of teaching. In addition, through teaching evaluation, we can accurately summarize the students' learning achievements, and can effectively exert students' potential and discover their deficiencies, which is important for the students' future development. To carry out teaching evaluation in a more scientific and comprehensive way, a diversified teaching evaluating mechanism should be constructed. Its main features are as follows. First, it has a diversified evaluating subject. The evaluating subject consists of teachers, students, leaders and employers, *etc.*; Second, it has a diversification of evaluating forms. The diversification of evaluating forms can provide a more comprehensive and specific feedback on students' learning results,

their quality, teaching effects, advantages, and disadvantages of the teaching forms, such as the combination of evaluation of the process and the result, students' self-evaluation and others' evaluation, *etc.* The specific forms include recording the relevant content of the course face to face and autonomously extracurricular experimental learning, the collection of the student's learning file and related questionnaires, interview recording and self-evaluation as well as mutual evaluating reports, *etc.*; Third, it has diversified evaluating content. Diversified evaluating contents are reflected in evaluating the students' practical ability of applying the basic knowledge, professional content and non-professional content, *etc.*, which specifically include the mastery of their English knowledge, application of English skills, ability to formulate strategies in experimental teaching, and to cooperate in the learning, searching of the data and solving problems^[5].

3 Conclusion

In conclusion, the construction of experimental teaching system of the college English is important for effectively conducting experimental teaching. During the construction of the system, strategies include optimizing the course settings and experimental content, improving teaching forms and constructing a diversified evaluating mechanism, *etc.* In addition, colleges should also pay more attention to the cultivation of the teaching staff and corporation with some enterprises to provide sufficient resources for the effective development of the experimental teaching of college English.

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