

Exploring the Integration of Orientation and Realization of English Teaching in the Universities

Wei Sun*

Jilin Engineering Normal University, Changchun, Jilin, 130052, China

Abstract: English language is a course that must be offered in a university syllabus. It is a course that all majors must study and learn, apart from the students who are in the English major. In addition to being a subject in universities, English is also a language. Languages have linguistic nature, which appears to be the same to English language. It is important to determine whether the value of integration is reasonable in the arrangement and planning in the subject content of English language course in the universities. Similarly, it is also necessary to find out whether this planning is reasonable in the curriculum structure. This paper mainly expounds the current situation of English teaching in higher learning institutions such as colleges and universities, the connotation of the value of integration of orientation and realization of English language for reference.

Keywords: University English, English teaching, Integrative orientation, Integrative realization

Publication date: January, 2020

Publication online: 31 January 2020

***Corresponding author:** Wei Sun, 648942301@qq.com

1 Introduction

The national education mechanism in China is now under progressive change and development. With the improvement of the education level, the transformation of education and teaching and the demand for talents in the new era, as well as the teaching in the education sense have also been epochally influenced. The integrative orientation of English language teaching in the universities is a topic worthy of further study. In addition, it is also an indicator of the connotation of English teaching and the value of the language English

in universities.

2 Current situations and inadequacies of English teaching in the universities

2.1 Current situations of English teaching in the universities

With the reform of the teaching model in the new era, both secondary education and higher education are facing major reforms. The new era has undergone a strategic change in the demand for talents, and the value orientation of various disciplines is constantly changing. Similarly, university English is also facing the problem of value orientation. The type of demand for talents is heavily changed as time goes by. The current situation of university English is that most students only study English for the purpose of passing levels 4 and six of the College English Test (CET) in China. Apparently, the learning and teaching outcomes pertaining university English do not seem to be satisfactory as most students spend a lot of energy on revising the English test questions, and the university teachers dedicate most of their energy and efforts in teaching the language. Most students have the ability to read and write in English, but they find it extremely difficult to communicate in English, and the application of the language among the students is very low. The English teachers in the universities have very heavy workloads in teaching the language. The teachers have to deal with a lot of topics and their corresponding contents in their teaching lessons. The teaching value of university English and its orientation is distorted because of large class sizes with many students, many English lessons to conduct, the issues associated with increased scope of teaching, students' weak foundation

in the language, emotional attitude, mentality, cultures, teaching philosophy, teacher level, teaching or learning environment, utilitarianism, exam-oriented education, serious instrumental tendency, etc. The specific performance of the current teaching situation is that to accomplish teaching objectives, the teachers tend to complete the teaching tasks, with special focus on the methods of teaching English language, which indirectly neglects the cultivation of the application of English in universities. The current learning process stresses too much on memorizing, for example, memorizing the vocabulary and the rules of grammar. In terms of learning motives, most students regard the university English test as a standard, and they learn it for the exam. Many teachers also regard the university English test as the ultimate purpose, and they teach the language so that the students can sit for the exam. In consequence, with this mentality, the students take notes in the class, and memorize the notes after the class and before the exam so that they can perform well in the test. After the test, the students will forget what they have learned and fail to apply in their daily life and works. This phenomenon is largely ubiquitous and many find it rather helpless. The subjectivity of teaching is ambiguous in the relationship between teachers and students, in which the teachers giving the lectures while the students being obedient listeners is given much emphasis. Most teachers are in a dominant position of “speaking” but the students are always in the inferior position which does not have a role in the learning process in the classrooms. As the students are being the passive listeners, the dialogue and exchanges between teachers and students are intentionally or unintentionally neglected^[1].

2.2 Inadequacies in the value orientation of university English teaching

The inadequacies of university English teaching are obviously reflected in four aspects. First of all, the teaching of university English lack of attention to the value of university English and the theory. The lessons are usually conducted merely based on teaching materials, and the students were taught based on the topics and content laid out in these materials. The teachers will sometime neglect the value of the English teaching as their teachings on the students are based on their past teaching experience. Secondly, the research of the value of university English teaching is not available, mainly because many assume it is not important. Besides, many parties always address the talent

training requirements set out by the society and policy with the same attitude, ignoring the importance in discovering the value of university English education. Then, there is a lack of connection between theoretical education and applied education in university English course. There is a lack of understanding of the current teaching situation. A disconnection between theory and application while educating students would happen if either English teaching based on theory is more significant than teaching emphasizing practical application of the language, or the English teachers deliver the teachings according to their own teaching experience and teaching methods they developed in the past. This would result in changes in the value of university English teaching and the distortion of values. Finally, the students, teachers or schools do not really emphasize the value of university English education in view of the intrinsic values of university English teaching. A big difference in the perception of value will occasionally arise if the scope of university English teaching as well as the scope of learning are large, and the range of students learning English.

3 The connotation of the value orientation of university English teaching

3.1 Definition of integrative orientation

University English is a must-have course and a compulsory course for students in the universities. Regardless the majors of students, university English is a course that must be studied. University English can influence the quality of the talents in the society to a certain extent. The integrative value in this paper refers to whether the teaching content is reasonable and the teaching structure is reasonable. It is a factor that immensely affects the value orientation of English teaching, and mainly refers to the value orientation of college English teaching.

The meaning of the integrative value of university English teaching orientation is two-layered. First, university English teaching should not only conform to the general rules of teaching, but also insist on guiding the value orientation of university English teaching. Secondly, university English teaching not only requires both knowledge and skills, but also inculcates the cultural consciousness and humanistic spirit, especially the teaching of English instrumentality and humanity integration. Owing to the deep integration of knowledge and humanity that reflects the core value of university English teaching, it is imperative to be transformed into

the value orientation of college English teaching^[2].

3.2 Characteristics of orientation in integrative value

3.2.1 Publicity

In the national education syllabus, university English can be said to be a university course that students of any majors or professions must learn, but there is a big difference as compared with English majors. When the students of English majors study university English, the course encompasses components such as ‘listening, speaking, reading and writing’ in English in much deeper level. On the other hand, the level of English lessons taught is relatively primitive for the students who are not English majors^[3]. In this respect, college English has a strong publicity, and the value orientation of the integrative value orientation in university English teaching also reflects the characteristics of publicity. Unlike English majors, there are still some differences and bias in the non-English majors’ university English learning, and English learning and application are biased towards the application of their own technical terms.

3.2.2 Instrumentality

The purpose that we are learning English is to be able to communicate in English. The linguistic attributes are obvious. Languages allow us to perform daily communication with others. One of the points of college English integrative value orientation is to demonstrate the instrumentality of language communication, as well as to demonstrate the role of English teaching and the instrumental characteristics^[4]. Language is a tool for daily communication and it also acts as a tool for expressing and displaying emotions.

3.2.3 Humanism

English is a subject and a language. Language is a tool for people to communicate and have conversation on a daily basis. It is also a way in which people can reflect their own values and express their own emotions. This shrewdly constitutes the humanism that English acts as a language. It is a tool for documenting the inheritance of history and culture. It has profound humanism. Although it emphasizes the instrumentality of English as a language, we cannot deny that English as a language also embodies humanism.

3.2.4 Fundamentality

In the teaching of university English, the study of university English is based on the foundation of language teaching. Language is the basis of learning and the foundation for learning anything. Despite the fact that language is the foundation of learning, not all people, including the students in universities who already possess mature mentality, can build solid and good language foundation for learning purpose. The learning process should be mainly based on the use of language, supplemented by theoretical study.

4 Realization of the integrative value orientation of university English teaching

4.1 Conditions for the integrative of value orientation in university English teaching

4.1.1 Policy support

University English has always played an important role in the higher education. It is an indispensable part of higher education. When the country is gradually getting more internationalized and globalized, language is the important carrier for communication and dialogues with the West. Thus, learning English is an important requirement for communication. In order to better communicate with Western countries, the state has put forward a lot of new policies and promulgated a lot for the purpose of creating some learning conditions for university students. For example, the 2015 Foreign Language Teaching Steering Committee of the Ministry of Education issued the “Teaching Guide for University English (Draft for Comment)”, which was officially released in 2017^[5]. This is only the starting point of reform. As a matter of fact, the integrative value orientation in university English teaching is the one that really requires a reform. To accomplish that, there should be reasonable arrangement in teaching content and also in the teaching structure. Writing and reading in English are not the only ultimate goals of University English teaching. Instead, the students must know how to apply what they have learned in the English lessons and put them into practice is daily use. They need to learn to communicate in English. If they are able to communicate in English, they will be able to promote Chinese culture and traditional virtues to others or foreign countries. The purpose of the integrative value

orientation of university English is not only to combine humanity and instrumentality, but to promote Chinese culture and tradition to the world on this basis.

4.1.2 Subject basis

University English is a subject worthy of further study in higher education. The discipline and subject theory can appear in four aspects. The first is the knowledge re-engineering of university English, in which more knowledge and values can be created by learning a language^[6]. The second is that university English can improve the capabilities of students. With the increasingly frequent international exchanges, English is the world's lingua franca. Through the study of English, more people can acquire and master a second language and enhance their own values. The comprehensive strength also enhances students' language communication ability and language learning ability on a certain basis, and plays an important role. The third is that university English has the function of transmitting culture. Learning English does not only help students in the learning the Western cultures and their advanced concepts, but also help us spread the Chinese culture by using English, so that more people in the world know about Chinese culture. The fourth is the role of university English in shaping humanities. As explained above, in addition to being instrumental, university English embodies humanism. It is due to its attributes that aid in expressing emotions and spreading knowledge, learning English language has proved itself useful for international exchanges. The humanism is mainly reflected in the fact that university students have become more enriched in language and emotion through their study of university English. They are becoming more courageous in exploring new worlds and new cultures, realizing the cultivation of humanistic qualities and shaping the humanity.

4.1.3 Theoretical basis

There are two theoretical bases for the integrative value orientation of university English - knowledge transfer theory and second language acquisition theory. The knowledge transfer theory includes two aspects of transfers: one is positive transfer and the other is negative transfer. Positive transfer is a good transfer method as the name implies. Negative transfer is a hindrance. In the process of university English learning, English learning will help learning of Mandarin Chinese, and it will have a great positive effect on understanding more Western culture and

help spread the Chinese culture to the world. While learning and understanding the Western culture, the students will unconsciously perform a comparison between the Chinese and Western cultures, deepening their understanding towards the variety of different cultures and Mandarin Chinese language^[7]. The second language acquisition theory refers to learning another language again if one has already mastered his or her first native language. English is the second language since the students learn the language in a university. Also, the students are familiar with Mandarin Chinese which is their first language, they can use their native language, with their understanding of Chinese culture, to learn and understand English which can then be used as a second language in their daily life. There are two ways to learn a second language - master the language through daily communication with native English speakers and learn the language through formal teaching.

4.2 The carrier for realizing the integrative value orientation of university English

4.2.1 Essential qualities of the teachers

There are certain requirements for university English teachers who are teaching in the higher learning institutions. The teachers should meet four criteria for teaching the language in universities. First, university English teachers need to have an understanding of the value of the integrative value and pay attention to it, and use it in daily teaching. Secondly, college English teachers need to deepen their understanding of the value orientation of integration, and actively learn relevant knowledge and methods, and regard the realization of the integrative value orientation as the goal of teaching, so that more students can understand the importance of learning English and apply the language with flexibility. Then, the English teachers in Daxie should have definite ways and methods to achieve the value orientation of integration, and have definite ability to achieve the value orientation of university English integration. Finally, university English teachers need to love the change of the content in integrative value.

4.2.2 Essential qualities of the students

To realize the value orientation of college English integration, not only the university teachers need to have a certain quality, but also the students need to have certain qualities. Compared with the teachers,

the students should be willing to understand the value orientation of the integration with expectations of learning integration. The students must have the utmost willingness and dedication with enthusiasm and expectation of learning English so that they can master the language.

5 Conclusion

Taken together, the realization of the integrative value orientation of college English teaching needs to have certain conditions for realization, including policy support, subject support, and theoretical support. Finally, there must be a carrier of realization, that is, two important aspects in college English teaching. The subjects who involve in the process are both the teachers and the students. The teachers should be self-motivated in the process to urge the students to understand the value orientation of integration, so that the students can learn the value orientation of integration on their own. With these methods, the integrative value orientation can be realized.

References

- [1] Zhai LL. Research and practice of “mixed learning” teaching in college English audio-visual courses[J/OL]. English Square, 2019(12):97–9.
- [2] Gu WY. On the current situation and improvement of college English teaching in private colleges and universities[J/OL]. English Square, 2019(12):124–5.
- [3] Zhu W. Research on the design of vocational English teaching based on project teaching method[J/OL]. English Square, 2019(12):130–1.
- [4] Guo M. Research on the Integration of College English Teaching Culture - Taking Mongolian University Students as Non-English Majors as an Example[J]. Journal of Jining Teachers College, 2019, 41(01):100–3.
- [5] Zhang JJ. Research on the value orientation and implementation of college English teaching fusion[D]. Southwest University, 2018.
- [6] Bao MJ. Research on the Value Orientation of College English Courses from the Perspective of Humanities System[J]. Theoretical Monthly, 2017(10):75–8.
- [7] Sun YJ, Li JT. Research on the Integration of Blackboard Multimedia Network Platform and College English Teaching[J]. Journal of Liaoning Administration College, 2015, 32(06):55–8.