



Cultivation of College English Teachers' Comprehensive Abilities

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Abstract: The present paper is a detailed analysis of the cultivation of college English teachers' comprehensive abilities. Language abilities, knowledge and culture-transmitting abilities, morality integration abilities and administrative abilities are analyzed in detail respectively in a bid to come up with ways to enhance these abilities.

Key words: Cultivation; College English teachers; Comprehensive abilities

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1 Introduction

Teaching college students a foreign language is no easy job due to the complicated features of second language acquisition and the uniqueness of college students. To teach English well, college English teachers must cultivate their abilities in an all-round manner apart from the cultivation of teaching abilities required by teachers of any subject. It is advisable that college English teachers be informed about what these required abilities are before they take concrete measures to improve these abilities. As far as I am concerned, college English teachers' abilities may at least involve the following four aspects which are language abilities, knowledge and culture-transmitting abilities, morality integration abilities and administrative abilities. The present paper elaborates on the analysis of the four abilities for college English teachers in a bid to effectively cultivate these abilities.

2 Body

2.1 Cultivation of College English Teachers' Language Abilities

The importance of cultivating college English teachers' language abilities should never be underestimated. A traditional English teacher tends to be focused on the teaching of language itself, especially grammar and translation, while newly-admitted university students, who have been studying English for over a decade, can learn English vocabulary and grammar all by themselves. Therefore, ideally, for college students, language is supposed to have become a means of learning the ideas rather than the ultimate goal of learning language itself. As in most cases the goal of English teaching has shifted from language teaching to the mutual communication of contents or ideas, a college English teacher is supposed to express himself or herself freely in English for these content-based advanced English courses.

A fact that college English teachers have to admit is that many college students have already had a very good command of English language through years of constant practice. Some of them may speak even better English than an average college English teacher. The existence of the exceptional students fully illustrates that language is more of something to be learned than something to be taught. Some students' superiority poses a threat to college English teachers' professional pride and sense of achievement.

Therefore, to tailor to the requirements of content-based advanced English courses and to cope with students' surging language abilities, college English teachers must realize the need to sharpen their

competitive edge by cultivating their language abilities. The most effective way to cultivate most college English teachers' language abilities is to ask them to use the language every day. Apart from preparing lecture notes, which is also a way of cultivating language abilities, college English teachers should consider reading, writing, listening, speaking and translating as their daily tasks. For them, speaking out for them is of uttermost importance as it is a most obvious means of showing their superiority over their students. College English teachers should be encouraged to speak to their colleagues often and read news and watch video clips often. Also, they should adopt life-long learning attitudes towards language acquisition.

2.2 Cultivation of College English Teachers' Knowledge and Culture- Transmitting Abilities

As is mentioned above, in the advanced stage of language learning, the focus for college students is not all about vocabulary and grammar. Rather, it is about ideas rather than the crust of ideas. In the information age, college students may get better informed and more exposed to different cultures than teachers concerning knowledge and culture acquisition. That is, a student may know better and know more than an average college English teacher. In this case, despite a teacher's English proficiency, he or she still cannot communicate effectively with a student due to his or her ignorance, creating the inevitable breakdown between them. The student has to keep giving the teacher relevant information, in which case the teacher has ironically turned into a student being educated. In a word, teachers cannot be expected to guide and enlighten the students if they themselves do not know anything about the topic under discussion.

From the above analysis, it is clear that college English teachers should try their best to cultivate their knowledge and culture-transmitting abilities. And the first and foremost thing they should do is to read as much and widely as possible. For example, if a teacher is teaching a class of science students who major in mechanical engineering, he or she is expected to know generally about the subject so that he or she can communicate on the very subject the students are majoring in. As "college English courses should be targeted at cultivating students' language abilities as well as their humanistic qualities", college English teachers should attach importance to the cultivation of humanities and general knowledge of liberal arts

in particular^[1]. A point I would like to highlight is that college English teachers should not only study western culture, but focus on their own---Chinese culture. More importantly, college English teachers should make sure they can find the most appropriate English expressions for the ideas in Chinese and bear them in mind. They should develop the habits of keeping records of the English versions of the ideas and making English summaries.

2.3 Cultivation of College English Teachers' Morality Integration Abilities

"Every course in college enjoys the opportunity and shoulders the responsibility of moral education. We are supposed to explore resources of moral education in various other courses, and enhance moral education in the process of imparting professional knowledge^[2]." Therefore, in the new era, apart from the ideological and political theory course, college English courses can also be super media for achieving students' moral education in an implicit manner. In most colleges in China, college English courses are compulsory courses in their first two years, covering an incredible number of students who are coincidentally in the critical life phase of forming their own world views and beliefs. Implicit moral education carried out in college English courses helps students to establish healthy world views and beliefs, and boost their humanistic literacy and patriotism^[3].

The urgency and importance of integrating moral education into college English courses press teachers to cultivate their own morality integration abilities. First of all, college English teachers have to be politically and morally right themselves. They do not have to be Party members, but they do have to hold healthy world views and firm stands which may consciously or unconsciously influence their students. More importantly, college English teachers should try to cultivate and develop the integration awareness. Teachers should adopt various implicit ways to persuade students into believing the importance of morality instead of lecturing on the importance of morality which seldom proves persuasive. They should not fear students' disagreement or arguing. Actually, a discussion or debate offers a good opportunity for teachers to get the students morally educated. For example, some students may not believe in the magic power of oriental collectivism. Instead of lecturing theoretically about the importance and value of collectivism, a college English teacher may begin with

providing facts and statistics about the differences in controlling the corona-19 pandemic between China and the U. S. and proceed to ask students to persuade themselves into accepting and appreciating collectivism by analyzing the causes.

2.4 Cultivation of College English Teachers' Administrative Abilities

Some people may misinterpret the term “administrative abilities”. The cultivation and enhancing of college English teachers' administrative abilities do not mean that teachers have to undertake a heavy load of administrative work. Conversely, teachers should be liberated from the unnecessary administrative work such as repeated form-filling and manual grading of objective question types in a test.

In my opinion, college English teachers' purpose of playing the administrative role is to arouse and sustain students' attention and interest in class and develop students' autonomous learning abilities after class. So they should put themselves on an equal footing with students while giving their administrative instructions or guidance. As far as I am concerned, college English teachers' administrative abilities can be enhanced through the two ways below. One way is to communicate with other teachers to come up with good administrative strategies. Common teaching methods such as group discussion, debate, role-play, sentence repetition, word guessing etc. need to be studied further among college English teachers for their administrative elements. Take “group discussion” as an example, teachers may hold discussions on how to cultivate students' own administrative abilities. That is, how to enable students to effectively manage their own teams. The other way is to cultivate teachers' abilities to make good use of high technology. The use of high technology is sure to help facilitate administration. For instance, with an app software handy, a teacher may easily make a roll call with the use of this app, which will definitely improve the teacher's administrative efficiency and his or her administrative abilities

accordingly.

3 Conclusion

The paper first introduces the purpose of cultivating college English teachers' comprehensive abilities which may be mainly composed of language abilities, knowledge and culture-transmitting abilities, morality integration abilities and administrative abilities. Then the paper analyzes the four abilities one after another. First, the purpose of cultivating college English teachers' language abilities is to tailor to the requirements of content-based English courses and to cope with students' surging language abilities. And the most effective way to cultivate most college English teachers' language abilities is to ask them to use the language every day and keep learning all their lives. Second, college English teachers should get better informed and more exposed to different cultures in order to better guide and enlighten their students. To achieve this goal, they should read extensively and remember the English equivalents of the located ideas in Chinese. Third, to enhance college English teachers' morality integration abilities, they should first be politically and morally right themselves and raise their integration awareness. Fourth, to better cultivate college English teachers' administrative abilities, teachers should discuss together and try to exploit high technology. By cultivating the above four abilities, college English teachers are sure to benefit a lot and become more qualified.

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