

Construction and Application of Grammar Teaching Model in College English Education Major

Xiao Zhou

School of Foreign Languages, Shaoguan University, Guangdong, 512005, China

ABSTRACT. *English grammar is the game rule of English language movement, the indispensable condition for learning, mastering and using English, and the key to opening the door of English skilled communication. In contemporary college English teaching, the grammar teaching mode obviously lags behind the actual needs of English teaching. Comparatively rigid and single cramming teaching mode prevails, which is not conducive to the long-term development of English teaching. According to the present situation of English grammar teaching, this paper puts forward some corresponding countermeasures for the problems in English grammar teaching.*

KEYWORDS: *English grammar; College English; Teaching mode*

1. Introduction

Grammar is an important prerequisite for learning a language well. Grammar can help learners understand and master the way of expression and language skills of this language, and enhance the infection of language and culture. In view of the lagging characteristics of teaching mode and neglect in English grammar teaching in Colleges and universities in China, this paper aims to put forward some suggestions on the basis of the shortcomings of English grammar teaching in order to improve the English teaching level in China.

2. Current Situation of English Grammar Major in Colleges and Universities

At the present stage, English teaching is becoming more and more popular in

Higher Education in our country, which attracts great attention from schools and students. At the same time, the stern task of English grammar learning also brings great challenges to everyone. In reality, our college English teaching only pays attention to text explanations and vocabulary memory, and the grammar requirement is not high enough, but inferior to middle school; the application level and requirement of College English grammar lags far behind the memory of unfamiliar words; teachers only narrate the text stylized in class, or let students translate and write words silently, and do not really take special time to remedy. Grammar topics: Students are busy preparing for the exam and reviewing the words and sentences they have learned before, but they do not have a classification, summary and comparison of grammar^[1].

3. Present Situation and Problems of English Grammar Teaching

Grammar courses are offered in most English Education Majors in Colleges and universities, which are generally compulsory or optional. Classes are usually taught to freshmen and sophomores in Universities for two to four semesters. In terms of teaching methods, grammar teaching in English Education Majors in Colleges and universities mainly focuses on translation, comparison and explanation, supplemented by practice. Some College English teachers believe that students have learned grammar in middle school, and the grammar in College English textbooks is very detailed, so students are often taught by themselves. In addition, students' attitude towards learning English grammar is not positive, which ultimately leads to the unsatisfactory effect of English grammar teaching. It is noteworthy that the grammar teaching methods and learning methods are not clearly explained in the relevant grammar textbooks for English Education Majors in Colleges and universities, which makes the satisfaction of teachers and students with grammar teaching materials very limited. In addition, the importance of grammar in College English teaching is far less than that in middle school, so students usually focus on memorizing new words and coping with exams. It can be seen that the neglect of both schools and students makes grammar teaching indispensable in College English education.

Therefore, the present situation of grammar teaching in English Education Majors in Colleges and universities has resulted in three negative consequences:

firstly, students'abilities in listening and speaking have been improved, but the accuracy of listening and speaking is not high; secondly, English reading speed is relatively fast, but the understanding is unsatisfactory; thirdly, the ability of writing and translation has a downward trend compared with before. In addition, there is a phenomenon that needs to be pointed out. Because English teachers often teach grammar according to the texts and seldom explain grammar in detail, students feel that the content of classroom teaching is boring. Therefore, teachers organize students to watch foreign movies with English original sound and Chinese subtitles. Such English teaching methods can not enhance students'understanding of English, and can not improve students' ability to use English^[2].

4. Corresponding Strategies of Grammar Teaching

4.1 Suggestions on Grammar Teaching

4.1.1 Combining theory with practice

At present, the English grammar textbooks for English Education Majors in Colleges and universities not only have detailed theoretical knowledge, but also have many grammar exercises. Therefore, when teaching English grammar, teachers should combine the explanation of theoretical knowledge with practical application, actively stimulate students'learning consciousness, make students realize the importance of summarizing and applying grammar knowledge, and then cooperate with each other so as to make grammar teaching play its due role^[3].

4.1.2 Diversification of teaching methods

When teaching English grammar, teachers should pay attention to the diversification of teaching methods. Learning grammar knowledge is really boring, students are not very interested. If teachers adopt the teaching mode of plain and direct narration, then students will certainly not take the initiative to learn grammar. Therefore, teachers must broaden their thinking and adopt a variety of teaching methods. Multimedia teaching is one of the most common and effective teaching methods in college classes nowadays. Teachers should use it in English grammar

teaching. Teachers can use multimedia technology to show foreign movies of "English Sound and Chinese Subtitles" to students, select the bridge segments that students are interested in, explain and analyze them from the perspective of English grammar teaching, and play some games according to the English grammar knowledge they have learned, so as to apply the theoretical knowledge of English grammar to practical activities. This not only improves students' English level, but also stimulates students' interest in learning English grammar. In the application of this teaching method, we should not just look at it but not talk about it^[4].

4.1.3 Define the Subject Status of Students

Students are not only the object of English grammar teaching, but also the subject of English grammar learning. In the teaching of English grammar, English Education Majors in some universities only pay attention to teachers' imparting knowledge in the process of teaching, while students only need to be the recipients of knowledge. This kind of English grammar teaching determines the students' passive position in grammar teaching from the beginning, and eventually leads to the teachers' hard work and students' dull listening, which can not meet the requirements of English education for grammar teaching. Therefore, in the grammar teaching of English education major in Colleges and universities, teachers should do a good job as the classroom leader and organizer, actively guide and help students, and make clear the students' main position in learning^[5].

4.2 New Teaching Model

4.2.1 Combination of "Recessive Teaching" and "Explicit Teaching"

"Implicit teaching" is to use inductive method in the teaching process, so that students can summarize the rules of language in specific language use and related materials. "Explicit teaching" refers to the use of suggested methods in the teaching process. Teachers first explain grammar knowledge, and then guide students to carry out relevant grammar exercises. The author believes that the best way to teach English grammar is to combine implicit teaching with explicit teaching. "Implicit teaching" emphasizes the use of grammar and the understanding of meaning, but

ignores the accuracy of language in use. "Explicit teaching" pays attention to the form of language, but neglects the use environment and significance of language. Therefore, in the teaching of English grammar, teachers can achieve better results only when they combine implicit teaching with explicit teaching based on the specific situation of students^[6].

4.2.2 "Text Teaching"

In traditional grammar teaching, grammar teaching is often carried out independently of articles. In fact, grammar teaching is not independent. Since people need to start with language structure in understanding language, grammar teaching should start with discourse as the starting point and develop in a specific language environment. In this way, students can not only grasp the form of discourse and the function of language, but also connect the two. Therefore, discourse teaching should be adopted in English grammar teaching, combining discourse analysis with model text teaching, so that students can strengthen their formal awareness by analyzing the structure, background, rhetoric and vocabulary of the text. In this process, teachers should guide and inspire students to learn grammar knowledge through the experience of semantics. Only in this way can students have a profound understanding of the grammatical forms and linguistic functions in the text^[7].

4.2.3 Task-based Teaching

The purpose of task-based teaching is to improve students' formal awareness. Task-based teaching generally includes three types. One is "output-oriented task", which requires students to communicate purely according to their purposes. The second is "understanding task", which requires students to respond correctly to the grammatical forms in the materials. Thirdly, the task of enhancing consciousness requires students to infer grammatical rules from known examples of grammatical structures. Both "output task" and "understanding task" emphasize that students are exposed to the corresponding linguistic environment and summarize grammar and acquisition goals in specific language materials^[8].

In short, grammar teaching is an important part of English teaching. The fundamental purpose of grammar teaching is to cultivate students' ability to use

language. There is a general tendency in College English learning to attach too much importance to the listening, speaking, reading and writing of English words and phrases while neglecting the revision and consolidation of grammatical structures and sentence patterns. This requires that teachers should adopt a new grammar teaching mode, adhere to the principle of concrete analysis of specific problems, adopt vivid and flexible teaching methods, and effectively run through grammar teaching. In order to stimulate students' interest, enthusiasm and confidence in learning grammar. To guide students to make a correct and reasonable analysis of grammatical phenomena, and ultimately improve their English learning level, test-taking and practical application ability.

References

- [1] Shi Yueyun(2016). An analysis of grammar teaching mode for English Education Majors in Colleges and universities. *Future talents*, no.20, pp. 66-66.
- [2] Peng Yan(2016). Discussion on the Grammar Teaching Model of English Education Major in Colleges and Universities. *China Extracurricular Education (Previous Periodicals)*, no.z1, pp. 253,264.
- [3] Pang Xiu, Wang Hui(2012). Analysis of Grammar Teaching Model for English Education Major in Colleges and Universities. *Science and Education Educational Journal*, no.20, pp. 178-179.
- [4] Guo Xiang(2011). A Brief Analysis of Grammar Teaching for English Education Majors in Colleges and Universities. *Style of Science and Technology*, no.21, pp. 258-258.
- [5] Liu Chao(2017). Research on Grammar Teaching Reform and Implementation Innovation of English Education Major in Colleges and Universities. *Journal of Beijing Printing University*, vol. 25, no.5, pp. 24-26.
- [6] Li Qiaoxia(2013). On Grammar Teaching for English Majors in Colleges and Universities . *Extra-linguistic Learning (English Education)*, no.9, pp. 76.
- [7] Liu Yi(2014). Dynamic grammar theory and its implications for grammar teaching for English majors .*Heilongjiang Science*, no.12, pp. 120-121.
- [8] Shen Danbao(2012). An Empirical Study of Project-Based Learning in English Class of Higher Vocational College, Zhejiang Normal University.