

English Teaching Design Based on the New College Entrance Examination Reform Environment

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ABSTRACT. *According to the latest information on the reform of the college entrance examination in 2014, the number of college entrance examination subjects and examination methods are appropriately reduced, and English is gradually transformed into social examination. In this paper, under the background of the new college entrance examination reform, what problems exist in the current English teaching and how to carry out the English teaching are analyzed.*

KEYWORDS: *College entrance examination reform; English teaching; deficiencies; Countermeasures*

1. Introduction

On November 9, 2013, the Third Plenary Session of the 18th CPC Central Committee adopted the decision of the CPC Central Committee on several major issues of comprehensively deepening reform, which made a comprehensive and systematic deployment for various reforms. The reform of college entrance examination is the key link in the reform. According to the latest information on the reform of the college entrance examination in 2014, the reform of the college entrance examination should reduce the number of examination subjects and change the way of the examination, and English should be gradually transformed into social examination. Taking Shanghai college entrance examination English as an example, in 2014, the grammar part of the Shanghai volume of college entrance examination English replaced the multiple choice question type which had been used for many years, marking that the college entrance examination English test not only detects the mastery of the examinee's grammar knowledge, but also requires the examinee to pay attention to the cultivation and improvement of the language use ability. Facing the background of the new college entrance examination reform, this paper will analyze how to carry out English teaching.

2. Problems in the current college entrance examination mode

2.1 With the objective choice questions as the main part, the questions that need to be played by students account for very little points

No matter what the examinee's English level is, he will write the choice question in the exam. Even if his English level is low, the score of the choice question will not be less, which is a great disadvantage in the college entrance examination.

2.2 It only tests students' mastery of English knowledge in books, and requires students to answer many questions correctly according to the knowledge they have learned

Students are always immersed in grammar learning, from the subjunctive mood (for example, if I were a bird, I could fly in the sky.) to the attributive clause (this is the factory where my family used to work.), to various tenses, which weakens the practicability of language.

2.3 Regardless of students' comprehensive ability to use English knowledge, it is against the purpose of English learning

English is a language. As a language, we should pay attention to the ability of using the language we have learned to communicate. English test should put the comprehensive ability of the examinee in the first place[1].

3. The favorable influence of college entrance examination English Reform

3.1 It is conducive to the correct treatment of English Education

One of the bad phenomena of “the whole people kowtow to English” is that everyone treats English as a test knock, not based on the need of foreign exchange to learn English. English learning in the sense of “knocking on the door” deviates from the teaching goal of English subject. A problem that can't be ignored is that the higher the test score weight is, the more utilitarian the subject will be. Reduce the weight of English scores, gradually change to social examination, from a simple test tool to a tool of foreign exchange.

3.2 It is conducive to the gradual transition of education focus from examination oriented education to comprehensive quality education

Reducing the weight of English scores and increasing the weight of Chinese scores will help to highlight the importance of Chinese teaching, promote students to attach importance to Chinese learning, deepen their understanding of China's

excellent traditional culture, promote the improvement of students' comprehensive quality, and complete the goal of college entrance examination reform[2].

4. English teaching strategies in Senior High School under the reform of college entrance examination

4.1 Organizing listening teaching carefully to improve students' listening ability

Make full use of the supporting phonetic materials of the textbook, such as reading using language and reading task, and intersperse them in the classroom to increase the time for students to listen to English. At the same time, reasonable selection of supplementary background listening materials can stimulate students' interest in new knowledge. For example, in B3 unit 5 the true north - Canada, students can be shown pictures and videos about Canada before listening to enrich their understanding of Canadian culture. Then, we will focus on the theme of listening teaching, so as to ensure the effectiveness of listening, so that students can gradually improve their listening ability in the planned listening training[3].

4.2 Creating language learning environment and improving students' oral ability

The classroom can be materialized, that is, it can be transformed into shopping malls, hotels, airports and other social places, so that students can play a role in combination with the actual situation, help students to master a more appropriate language, so as to help improve students' oral English expression ability and stimulate students' interest in learning[4].

4.3 Pay attention to the cultivation of reading habits and improve students' reading comprehension ability

Reading comprehension is an important ability of English application. Therefore, first of all, we should cultivate students' interest in reading, which is the best teacher; second, teachers should expand students' knowledge and improve students' reading comprehension ability through reading strategy guidance, such as: analytical reading method, comprehensive reading method, fast reading method, combination of intensive reading and extensive reading method, etc.^[5].

5. English Teaching in the new college entrance examination reform environment

5.1 About Curriculum

(1) Using teaching materials creatively in combination with practical teaching needs

Teaching materials are important materials and means to achieve teaching objectives. But in the daily teaching, some teachers only focus on books. The classroom teaching strictly follows the activity steps of teaching materials and dare not go beyond half a step. According to the English Curriculum Standard (2011 Edition), teachers can supplement, delete, adjust and replace the teaching materials according to the actual teaching needs of the region, the current level of students and the arrangement of class hours. Therefore, in the actual teaching, teachers should proceed from the reality of the school and students, boldly integrate the teaching materials, in line with the principles conducive to the development of students, make appropriate choice of teaching materials to meet the needs of students[6].

(2) Changing the traditional view of curriculum and implementing a variety of English courses

For a long time, we have always believed that as long as we teach good textbooks and let students achieve good results in examinations, we are a good English teacher. We do not pay enough attention to the needs of students, the cognitive characteristics of students, the laws of language learning, students' interest in learning, learning advantages and future development, etc. The reform of English teaching requires teachers to implement a variety of English courses to meet the diverse needs of students. In teaching, we can teach English stories, picture books, original English films, poems, songs and so on, which are all courses. When students are immersed in a variety of courses, they are facing a colorful world, they are exposed to authentic English, they feel authentic culture, they are engaged in real thinking and communication, students' vision will be more open, and their interest in learning English will be stronger.

(3) Organize lively extracurricular activities to build a bigger learning platform for students

English extracurricular activities are an important part of students' English learning, which can provide a greater platform for students' language practice and autonomous learning. As teachers, we should build this platform for students to creatively carry out extracurricular activities with rich contents and various forms, such as recitation, song singing, textbook drama performance, story telling, English wall newspaper, English speech, English works exhibition and so on, according to the age characteristics and needs of students. In the colorful activities, students not only show their learning results, but also their language ability, thinking ability, communication and cooperation ability have been further improved. English learning is no longer a boring recitation of words and texts, but learning through experience, communication and practice[7].

5.2 About Teachers

(1) Enhance the consciousness of curriculum and the ability of reading textbooks

First of all, we should distinguish two concepts: Text Interpretation and textbook interpretation. Text interpretation is to understand the text itself as a whole, so as to

show the value of the text--Ideological, thematic, content, form, material, etc.; while textbook interpretation is to put the text into the relevant years of the curriculum standard, as well as the unit assumption of the textbook, to finally judge its teaching value. Therefore, text interpretation is not equal to textbook interpretation. The former emphasizes the premise of high-quality teaching, while the latter emphasizes the awareness of curriculum, and realizes the intention of curriculum by focusing on and neglecting the text. At present, many of our teachers have lost the ability to interpret the teaching materials. Teachers either crawl under the teaching reference books or get lost in the boundless information of the network. However, without independent reading ability, information will not be automatically transformed into knowledge. Therefore, we advocate that teachers should not only prepare teaching materials, but also prepare courses. Every teacher should have course consciousness, discuss course standards in a down-to-earth way, and return to course standards repeatedly when preparing, evaluating and reflecting, and carry out teaching practice against course standards.

(2) Carry out action research to promote professional sustainable development

Teachers on the road of research are happy. Carrying out action research is an effective way for teachers' professional development. Most teachers are only satisfied with teaching materials. They may have realized the problems in the teaching process, but they have not taken action to study them. We suggest that you sort out the problems in teaching, start with small problems, start with the problems that need to be solved, carefully think about the causes of the problems, carefully analyze the problems, consult the relevant materials, put forward hypotheses, test hypotheses, and finally form your own valuable teaching experience.

(3) Pay attention to the future development of students and cultivate qualified next generation

In classroom teaching, teachers pay too much attention to book knowledge, but neglect the cultivation of creativity in learning ability, and neglect the cultivation of students' interest, emotion, will, personality and other non intellectual factors; in ideological education, teachers are used to "teaching", but not to equal communication with students; in class management, teachers are used to supervision and punishment, but not to 'To guide students' sense of participation and self-management... Because students have been in a passive position for a long time, many of them are lack of self-confidence and lack of consciousness, initiative, independence and initiative. Therefore, in the classroom teaching, teachers should change the original traditional concept, from the perspective of the long-term development of students, and cultivate future citizens to adapt to the social development[8].

6. Conclusion

"Erudite, inquisitive, thoughtful, discerning and dedicated" is not only the way of "learning for learning", but also the way of "teaching for teaching". Let's keep learning, thinking, researching and practicing and embark on the road to

“innovation”.

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