

Embracing the Future: A Reformative Framework for English Language Instruction

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Abstract:

This paper focuses on the defects and deficiencies in the high coverage of English teaching in the world due to the importance of English as the international language for communication in the context of globalization. It points out the existing problems in the present teaching scheme, including the rigidity of teaching mode, the difference of teachers' quality, the lack of practical opportunities, the limitation of the evaluation and feedback system. On this basis, the paper puts forward some feasible improvement strategies, which emphasizes on the importance of stimulating students' learning motivation, and advocates cultivating curiosity for knowledge by designing interesting learning tasks and adding gamification elements, so as to give students the initiative in learning and improve teaching quality. In addition, the article also discusses the application of science and technology innovation in education, and advocates the use of online platforms, social media, artificial intelligence and other technological means to promote the improvement of learning efficiency. Finally, it points out the importance of teacher's role change in learning and proposes that teachers have become the designers of learning situations through the above methods to adapt to the needs of the new era in education and teaching.

Keywords: English teaching; Learning dynamics; Technological innovation; Teacher Role Change; Quality of Education.

1. Introduction

With the continuous sweep of globalization, English has become the second language or even the official language in more and more countries. It is estimated

that there are 450 million native English speakers in the world; In addition, the number of people who speak English as a second language is between 1 and 1.5 billion. English, as an ancient language, has been used for more than 1500 years. Nowadays, with more

and more frequent exchanges between countries, it has become an international language, used by people who speak different languages to communicate. As a common means of communication, it is widely accepted.

1.1 Contemporary Dynamics in Educational Practices

As the economy has developed rapidly, education has continued to grow. However, in the current social environment, most teachers are still lacking in the appropriate teaching methods and skills. In particular, some rigid teaching methods and lacking interactive classroom mode not only lead to students' weak willingness to learn, but even have a psychological aversion to learning. In the long run, the quality and efficiency of teaching will be reduced. There are several main reasons for this dilemma: The first is the error of teaching content selection. As far as the current situation is concerned, in English teaching, the curriculum focuses on the use of basic grammar and vocabulary, but often neglects the most important part, namely the practical application of language. Under this teaching method, students learn English by reciting texts and completing questions. It can be seen that the most intuitive manifestation is in their high scores in reading and listening, and low scores in speaking and writing. This means they lack the most basic language skills and communication skills. In China, the term "dumb English" is apt. Second, the quality of teachers varies. The level of teachers is a direct factor that affects the learning effect of students. In some universities, teachers lack teaching experience and professional knowledge. Also, improper selection of teaching materials and teaching methods will directly lead to the decline of students' interest in learning and the regression of efficiency. In college English courses, some teachers are slides readers, and some switch the status of students and teachers to implement the "flipped classroom" policy, in which students give speeches and presentations in each class, and all they need to do is give comments. This is of no benefit to students' English learning. Third, students often lack proper learning environment and practical opportunities. To speak English well, the first order is to speak. In English education in many countries, students have no chance to use English in daily life except in the classroom. The education and social environment of the school do not fit each other and cannot create a good English learning atmosphere. The fourth is the irrationality of the evaluation system. Judging from the comparison between CET-4 and CET-6 in China and IELTS, the evaluation of English education is mainly based on the test. This examines students' ability to memorize and analyze knowledge, with ignoring prac-

tical application ability and innovative thinking ability. In this kind of education system, the students have rich test-taking skills, but the comprehensive quality is almost zero. Any course must be demand-oriented, and only by meeting the needs of students to the greatest extent can the course become effective [1].

2. Pedagogical Mastery for Enhanced Educational Quality

2.1 The Cultivation of Learning Motivation

Stimulating and cultivating students' curiosity is one of the core responsibilities of educators. Students can achieve academic excellence only if they are fully engaged in the learning process at their cognitive, emotional and behavioral levels. Therefore, it is crucial for teachers to master and implement strategies that can effectively promote learning interest to achieve their career goals.

2.1.1 Learning Task Design and Assignment

In order to stimulate students' learning motivation effectively, teachers need to start from multiple dimensions. The first consideration is how to design and assign learning tasks. Specifically, those tasks that produce visible results usually attract students' attentions and trigger their enthusiasms for learning, which has a significant positive impact on the development of interest. However, if the task seems irrelevant or unattractive, it may cause the student to lose interests and even rely on technical means or plagiarism to complete the task, which obviously deviates from the original purpose of assigning the task. In this process, teachers need to have the ability to correctly assign tasks and give appropriate guidance. First, focus on making the task itself more interesting. For example, students' engagement and motivation can be increased by introducing gamification elements such as reward and punishment mechanisms and point systems. Such strategies not only help to enhance students' interests in learning content, but also promote their active participations, thus improving the efficiency and quality of learning. Through these methods, teachers can better meet the psychological needs of students in their teaching practice, with creating a more productive learning environment for them. In practice, the design of teaching tasks focuses on the training of students' various language skills; In terms of vocabulary learning, teachers provided guidance on vocabulary learning, paying attention to guiding students to understand vocabulary of related majors and mastering common vocabulary in usual classroom and after-class tasks, which has generally benefited students a lot [2].

2.1.2 Shaping of Intellectual Curiosity

In the late 1980s, a large number of teaching methods were introduced into China. Among them, communicative teaching method has been introduced, improved and integrated into China's English teaching because of its various advantages in adapting to the needs of the times [2]. Teachers should implement a kind of heuristic teaching, by setting problem situations and encouraging students to participate in the simulation of real situations, such as simulated business negotiations and role playing, so as to stimulate students' desire for knowledge. The so-called problem situation is to put the student's curiosity and the content of the textbook in an unbalanced level, creating a disharmony or imbalance between the two. In particular, today's college students are in a situation where they only know theoretical knowledge but have no practical basis. This approach not only enables students to face questions without answers independently. It can also help them use this method to solve such difficulties in the future spontaneously. Such teaching activities can cultivate students' strong ability to complete classroom tasks independently or in a group, demonstrating their ability to design courseware, conceive and imagine, organize activities, as well as their ability to complete tasks collaboratively and their development potential [2].

2.1.3 Learning Independence Empowerment

"Learning autonomy" refers to the sense of independence that controls students feel in their learning activities. In order to achieve this goal, it is necessary to start from the following aspects. First, give students the right to make their own decisions, such as allowing them to choose what to study, how to study and how to cooperate with others. After making a personal choice, students take responsibility for their decision. Unlike the traditional way of assigning tasks, this approach can significantly increase student engagements and allow them to experience an intrinsic sense of accomplishment. This method has a unique advantage in stimulating learning motivation, which is difficult to compare with other means. For a long time, instructional design often only pays attention to the cognitive field and neglects the emotional field. In fact, in education and teaching, people's emotional factors have more influence on learning than people's cognitive factors. Motivation plays a role in promoting language learners. Only when learners have a strong learning motivation will they actively think about "what to learn" and "how to learn," set clear learning goals, overcome difficulties and seek knowledge actively [3].

2.2 Innovation and Technology Integration

The model of learning being subdivided into classrooms and centered around tools like books, paper, and chalkboards has passed. Since the full use of online teaching technology in the 2020 pandemic, classrooms have transcended the physical and time constraints of four walls, the discussion of integrating technology into the classroom has attracted attention around the world. It is mostly because of the many conveniences and benefits it brings to teaching and learning, and its powerful effect on improving teaching efficiency and optimizing the learning experience. In the existing experiments, reading English major learning materials on the network platform has been recognized and affirmed by most students. The results show that the effects are about the development of English ability, including the enhancement of reading capacity, reading ability, reading speed and comprehension of long and difficult sentences [4].

2.2.1 Social Media and Online Platform Utilization

Social learning platforms have changed the learning model from curriculum-centered to learner-centered, focusing on the personal growth of learners. Since the Ministry of Education announced a new round of education information development plan, the concept of "smart education" began to gradually emerge in the education market, which continues to become the main theme of education methods. This kind of smart education is an education ecosystem built by information technologies such as social learning platforms, the Internet of Things, artificial intelligence and cloud computing. By building a teaching environment that integrates high technology, teachers are encouraged to implement more efficient learning programs. Through this method, students can get the most appropriate personalized learning services and experiences. In the traditional mode of education, students have generally played the role of passive receivers of knowledge. The reform of college English teaching focuses on giving full play to the advantages of modern educational technologies, especially the Internet and multimedia technologies to build a personalized college English teaching model, so as to improve the comprehensive English proficiency of Chinese college students [5]. Learning platforms and Internet media in education provide a more open way of learning and increase the interaction between teachers and students. Students participate in chats and discussions through online learning platforms, exchange ideas with each other, and collaborate with other students. Promoting interaction and cooperation among students through group activities can not only improve students' language practice ability, but also cultivate their team spirit and social communication skills. Group projects can be built around real-life

scenarios, and this interactive learning environment helps to develop students' teamwork and critical thinking.

2.2.2 The Application of Science and Technology

The use of science and technology to teach students can build bridges to learning everywhere, making it possible to "learn without borders." In the traditional teaching methods, students' learning experience has many limitations. For example, teachers only teach in the classroom, and students only need to be listened passively. This means that learning can only take place at a fixed time and place. Moreover, only a fixed percentage of the population has access to this learning experience. However, the drive of science and technology allows students to do it anywhere and at their own time, which in essence allows students to have a more intimate and spontaneous learning experience. At the same time, wider educational exchanges can be facilitated by connecting learning communities. In English education of colleges and universities, the application of artificial intelligence technology has significantly increased the diversity of teaching materials, innovating the teaching mode, and achieving efficient teaching results. English teachers should keep up with the pace of the times, continue to uphold the attitude of learning and self-improvement, rebuild the knowledge structure, along with enhance the comprehensive quality and teaching ability. For students, this not only provides a variety of learning ways, but also effectively simplifies the difficulty of English learning, stimulates students' interest in learning, and improves their learning effectiveness and quality. With the help of artificial intelligence, teachers can fully understand the learning status of students and do in-depth analysis of their needs. In addition, science and technology can accurately identify the deficiencies in students' learning, so that teachers can timely adjust and optimize the teaching content, so as to better implement hierarchical teaching. In this way, students can carry out targeted learning and practice according to their own knowledge foundation, continuously improve their English level, and achieve the purpose of precise teaching and personalized guidance. At the same time, the introduction of artificial intelligence technology in English teaching can realize the automation and intelligence of homework correction, so as to effectively reduce the workload of teachers. After the students complete the homework, they can submit it to the teacher by taking photos on their mobile phones, and the teacher will carry out automated homework assessment with the help of AI technology, so as to improve the efficiency of homework processing and enable the teacher to focus more time and energy on classroom teaching.

The macroscopic teaching objectives are adjusted and refined to obtain more explicit and guided teaching objec-

tives [6]. In addition, in the environment supported by artificial intelligence technology, students can quickly adapt to the technical requirements of all aspects of the teaching process, and enhance the adaptability of AI technology with gradually improving the learning efficiency, so as to better use these tools to improve their English level.

3. The Self-Evolution of Teachers

3.1 The Changing Role of Teachers

In order to realize the fundamental reform of teaching methods, it is necessary to promote students to change from passive acceptance research to active inquiry research. To realize this change, it is necessary to promote the development of teacher's role, step out of the traditional teaching mode and deal with the relationship between "inheritance" and "development." In the past, the overall quality of education in China has a big gap with people's expectations, and the continuously strengthened centralized management of education is the key reason. For educational administrators under centralized management, the most important performance is not only to improve the quality of education, but also on how to complete the planned tasks assigned by superiors [7].

The first significant change is the change from mentor to student friend. In today's social environment, teachers have high requirements for academic level. However, students require expert teachers but do not want teachers to treat students as experts or identities. In Open University English teaching, the problem of weak interaction between teachers and students has always existed, which is mainly reflected on the lack of interaction between students and teachers, strong sense of learning isolation, and low participation of students [8].

Teachers should be willing to study with students, solve doubts, share and grow together, so that teachers and students to build the classroom, hand in hand progress. The second is the transition from authority to non-authority. Foreign language teacher identity learning is a complex, emotional and reversible process. They turn emotional tools into learning tools, which are regulated by explicit individual, interpersonal, social, cultural and political influences [9].

In the past, the teacher was always considered to be the giver of knowledge and should not have any shortcomings, but now it is admitted that the teacher has some problems in some areas which is not the absolute authority. Teachers can ask students for advice, admit that they do not understand the problems they encountered in teaching, and even ask students to help solve the difficulties in teaching, so that students can eliminate the "mystery" in

learning. Teachers should not pretend to be authoritative but should establish an equal teacher-student relationship with students, so that students can feel from the heart that learning and research is a kind of enjoyment. At the same time, the role of teachers should be transformed from the traditional “knowledge transmitter” to “designer and planner of learning situations.” Before carrying out classroom activities, teachers should firstly play the role of planner, define the teaching content, and have a clear understanding of the key points and difficulties; In addition, it is necessary to understand the situation of students, and choose appropriate methods deeply according to the teaching objectives and characteristics of students, and plan various teaching activities carefully.

The most important point is the shift from information sources to platforms. In the traditional teaching mode, teachers are often regarded as endless “sources of knowledge.” In this model, there is less interaction between teachers and students, and communication between students is relatively scarce. Under the new teaching framework, the role of teachers is not only the transmitter of information, the exchanges of information, and needs to receive feedback from students. Teachers should promote the two-way and even multi-directional flow of information in the classroom, which should act as a platform for information exchange.

3.2 Diverse Assessment and Feedback

In the field of education, it is essential to adopt diversified evaluation mechanisms. This means that evaluation should not be limited to standardized test scores, but should be combined with multiple forms of evaluation, such as peer evaluation, self-reflection, project presentation, oral reports, and formative assessment, to make up for the shortcomings of a single evaluation method. Acknowledging students’ individual differences and affirming their efforts allows them to move positively in different directions and paces. Summative evaluation is not a test score, but a grade and report combined with process evaluation results. Test scores are evidence to assess a student’s academic performance [10]. Through peer evaluation, students not only receive feedback from their peers’ perspectives, but also develop critical thinking and cooperation; And self-evaluation helps students learn to self-monitor and recognize their own strengths and weaknesses. In the process of implementing personalized assessment, the provision of specific and targeted feedback from teachers on a regular basis is a crucial teaching strategy. This feedback should be based on careful observation of students’ daily learning behavior, not limiting to class participation, homework completion, and performance in group discus-

sions. Based on this feedback, teachers can dynamically adjust the teaching plan, solve the problems encountered by students in a timely manner, and design differentiated teaching plans for different students to ensure that each student receives the support that best suits their development needs. This multi-dimensional assessment approach and feedback not only provides a comprehensive picture of students’ academic performance, but also reveals their development in non-cognitive skills such as teamwork, communication skills and innovation. Such a comprehensive evaluation system can provide educators with more information and help them to understand the individual differences of students and their specific learning needs. When teachers notice that a student has difficulties in a particular subject area, they can strengthen the teaching of this part of the content through individual counseling or intensive group training, so as to help students overcome the difficulties. At the same time, flexible teaching methods also help to encourage students to actively participate in their own learning process, enhance their initiative and self-confidence, ultimately achieving the goal of targeted education.

4. Conclusion

With the development of the times and the changes of society, the pursuit of high-quality education has become the most concerned issue of the general public. As globalisation intensifies, English has become a key tool to connect people from different cultural backgrounds. The main arguments of this paper are: 1) In view of the current educational situation to improve the learning and teaching effect, English teaching methods should be selectively updated to adapt to the current needs, and personalized guidance should be formulated for different students; 2) Teachers should make good and flexible use of the existing educational resources and science and technology to promote the continuous updating of teaching methods; 3) At the same time, they should combine theory with practice, and draw a teaching method suitable for ourselves and the classroom from practice. Through the reform of teaching methods mentioned in this paper, it can be predicted that English education will usher in a more efficient, inclusive and personalized future.

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