

On How to Teach the First Lesson of College English Course Effectively

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ABSTRACT: The first lesson of College English course is an important turning point for the students in the transition from high school English to college English study, which is also the beginning of communication between College English teachers and students. It also plays an extremely important role in future English teaching and students' lifelong learning of English. The purpose of this paper is to explore how to teach the first lesson of college English course in a more effective way in terms of the significance, teaching strategies and important teaching content, so as to improve the teaching effect of college English course and provide some reference for college English teaching.

Key words: College English; First lesson; Teaching objectives; Lesson preparation; Learning methods

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I. INTRODUCTION

According to the College English Teaching Guidelines in China (the latest edition of the Ministry of Education, 2017), the aim of College English teaching is to cultivate students' English application ability, enhance their intercultural communicative awareness and communicative competence, develop their autonomous learning ability and improve their comprehensive cultural literacy so that they can have a good command of English in their study, life, social communication and future work so as to meet the needs of our personal development, school, society, and country. On the one hand, college English courses are offered in colleges and universities to meet the strategic needs of the country, and to serve the national reform and opening up and economic and social development^[1]. On the other hand, it is to meet the needs of students in professional studies, international exchanges, further education, employment and other aspects. The college English course has practical significance and long-term impact on college students' future development^[2]. Learning English helps students to establish a world outlook, cultivate international awareness and improve their humanistic quality. At the same time, it provides a basic tool for knowledge innovation, potential development and overall development, and does a good job in meeting the challenges and opportunities of the era of globalization^[3-5]. In fact, the realization of these teaching objectives is not easy, which requires the cooperation of students, parents, teachers, schools and society. However, many college students think that university is a stage of relaxation, and it is difficult for them to change their learning roles, adapt themselves to college English learning. Many students study slackly, and their achievements even regress and even some students totally abandon their English studies. Therefore, the first class of college English, as a guide, is very helpful to correct students' attitude towards English learning. It is particularly important to arouse students' interest in learning and guide them to study continuously and efficiently^[6-7].

II. IMPORTANCE OF GOOD FIRST LESSON OF COLLEGE ENGLISH

Students have gone through English learning in middle school and continue to learn English in university, which is not a simple continuation of English learning. When they go to university, the requirement of autonomous learning in English learning is obviously intensified. At the same time, students become more mature physically and mentally, transiting from adolescents to adults, with the consequent hesitation and maladjustment in learning. Therefore, the guiding role of the first lesson of college English cannot be denied.

2.1 Helping students adapt quickly to college English learning

When students first enter the university, the environment has changed, and they are breaking the original psychological balance. At the same time, the transition from adolescents to adults has resulted in a lot of life and learning confusion among many freshmen, which shows a lot of maladjustment. Furthermore, many students feel confused about college English learning for quite a period of time, and do not know how to study effectively, thus wasting the most valuable learning time. However, College English is a compulsory course in universities, and as a language tool, English is becoming more and more important in today's society. Although all universities offer entrance education to students after they enter the university, there is no specific entrance

education for the compulsory course of college English. Therefore, it is particularly important for college English teachers to carry out college English entrance education, introduce the teaching methods and learning methods of college English, and help freshmen adapt to college English learning as soon as possible.

2.2 Establishing a correct outlook on College English learning

Freshmen who have just entered the University have spent a long summer vacation and feel somewhat strange with English learning. There are still many students who are not clear about their English learning goals and are accustomed to the high school cramming teaching mode. Many students are unaware of the importance and necessity of autonomous learning of English and have no habit of autonomous learning of English. Moreover, freshmen lack confidence in improving their comprehensive English ability. They think that they have spent so many years learning English, and their English level is still unsatisfactory. Many students have no motivation to improve their English ability. Therefore, in view of the above situation, it is necessary to change the students' exclusive goal of learning English and guide them to use scientific English learning strategies, especially to improve the students' awareness and level of using meta-cognitive strategies, so as to help them get out of the unsuitable period as soon as possible and enter effective college English learning for the future, and to lay an indispensable solid foundation of English language when they enter the society.

2.3 Changing the dependent learning style in the middle school

Because most Chinese students spend a long time with their parents or live in the dormitories of middle schools, they are accustomed to the arrangement of their parents and teachers in all aspects of life and learning, and lack the awareness of independent thinking and self-learning. When freshmen enter the university, they lose the supervision of their parents and teachers, lack of goals and direction in their study, become confused and free. Many students regard the first semester of the university as a "golden period" of complete relaxation, idle all day, and even some students indulge in video games and movie watching. Besides, from the perspective of learning methods, in the middle school era, the curriculum is full every day, and teachers carefully explain every language point. Knowledge points are chewed by the teacher first and then fed to students, and every unit has tests, and every now and then there are various tests. The selection of learning materials and the arrangement of learning time are all set by the teachers around the college entrance examination. As long as the students follow the teacher's arrangement, they can get a good result. But when they get to the university, they can't adapt to the advanced and demanding learning method of autonomous learning, and they can't form the habit of autonomous learning in a short time .

III. STRATEGIES FOR GOOD FIRST LESSON OF COLLEGE ENGLISH

3.1 Careful preparation of the first lesson

Preparing lessons is the prerequisite for a good lesson, and the fuller the teacher prepares lessons, the better the teaching effect is. The teacher should be clear about what knowledge a lesson teaches, what abilities it aims to cultivate and what principles it teaches students, so lesson preparing is not easy. In the first lesson, students have just finished their summer vacation life, and they need to adapt to it for a period of time, there should be not too much content and not too much difficulty. They should carefully design every teaching step and make clear of the key and difficult points, teaching methods and teaching aids. It is necessary for the teacher to look into the syllabus textbooks, teaching methods and learning methods. Teachers had better consult the old teachers modestly to get their support and help. The content of the textbook, organization of teaching methods, teaching methods, teaching equipment and so on should be thoroughly studied and prepared, and "preview" to enter the role in advance and teachers can conduct repeated "trial teaching" to summarize the advantages and disadvantages of the first lesson.

3.2 Defining teaching objectives guided by the OBE teaching concept

OBE requires that schools and teachers should first define learning outcomes, cooperate with multiple flexible individualized learning requirements, let students complete the challenge of self-realization through the learning process, and then feedback the results to improve the original curriculum design and curriculum teaching. OBE emphasizes that everyone can succeed and that all students can succeed in their studies, and successful learning promotes more successful learning. According to students' personality differences and training programs, teachers should formulate teaching objectives and plans, determine teaching priorities, difficulties, organize classes and arrange teaching means. If the teaching objective is not clear, it will inevitably lead to confusion in teaching activities and fail to achieve the desired teaching effect.

3.3 Building a positive teacher image

The image of a teacher directly affects the students, and it is the image of a school as well. First of all, teachers should dress appropriately, neatly, elegantly, generously and solemnly. Teachers should set up their

positive and upward sunshine image and transfer their enthusiasm for education to students. On the first day of school, the teacher should wait in the classroom early to greet the students with a smile and encourage them with confidence. On the multimedia screen or on the blackboard, the teacher can write some slogans such as: "Welcome to Our Class" or "Congratulations! You are now a university student." on the blackboard or present it on the projector. Teachers' practice is an effective way to establish a good and harmonious teacher-student relationship, which embodies the people-oriented idea and makes students feel warm, cordial and inspired.

3.4 Guiding and training students to use effective English learning strategies

The atmosphere of the first English lesson should be relaxing, harmonious and vigorous. Teachers should not rush to lead students into the study of the text of the first unit in the textbook. Instead, they should help students build up confidence and know about good learning methods. That is, the so-called "teaching how to fish is better than offering fish". The famous educator, Tao Xingzhi, once said that instead of filling students with broken knowledge as ducks, it is better to give them some keys so that they can automatically open the treasury of culture and the treasure of the universe. Teachers can exchange and share good learning methods and strategies through group discussions. Then they can introduce their learning experience and knowledge about learning strategies (cognitive strategies, meta-cognitive strategies, social and affective strategies), so that students can attach importance to English learning methods.

3.5 Getting to the classroom ahead of time and make good preparations for teaching

In the first class teachers should give students the impression of caring, being punctual, conscientious and responsible, and being well organized. First, teachers should dress appropriately and enter the classroom 15 minutes in advance to check whether there is chalk in the classroom, whether the blackboard has been erased, whether computer projection and other equipment are working properly, then start multimedia equipment, insert their own teaching U disk, and copy PPT to the computer desktop for teaching; secondly, teachers should print students' name lists before class and memorize their names and can call out students' name fluently and freely in class. In this way, students will feel respected and naturally have a sense of trust and intimacy towards teachers. In this case, the teaching effect is often much better. Finally, the teacher should be familiar with the content of the lesson again, reminding himself/herself that in class, he/she must be teaching in a happy mood.

IV. WHAT SHOULD BE HIGHLIGHTED IN THE FIRST LESSON OF COLLEGE ENGLISH

4.1 Self-introduction of Teachers and Students

For any course, the mutual understanding between teachers and students will have a positive role in promoting the teaching effect. In the first lesson of College English, self-introduction of teachers and students is indispensable. Teachers should make adequate preparations and use English to introduce their main learning and working experience, personality characteristics and so on, so that students not only have a preliminary understanding of the teachers, but also have a good first impression of the teacher, which can bring closer the distance between teachers and students, lay the foundation for better communication and communication in the future. Teachers' self-introduction should not fall behind the conventions, and humor, games, graphs, cartoons, photos or students' questioning can be used to stimulate students' interest. As there are so many students, they can introduce themselves in English in groups, and then volunteers can introduce themselves on the platform. Teachers can mark the roster according to the introduction and make evaluation of the students presenting in the first class, and judge their English foundation and oral expression ability, so as to lay the foundation for targeted English teaching in the future.

4.2 Help students set up their targeted English learning goals

Through the self-introduction of the first step, students all become active and have a certain degree of trust in teachers. Therefore, in this step, teachers should make students realize the importance of English learning, and set up the macro and micro goals of College English learning. When introducing themselves, some students say that they want to further their studies in the future, some need to pass CET-4 and CET-6, take translation tests, take postgraduate examinations and go abroad, and thereby teachers can guide students to refine their goals and practice them. And the teacher can have the students have a small discussion, and then choose three students to go to the platform and share their goals. Students can say them out or write them on the blackboard, and let the whole class prove it for him in the future, which is quite interesting and inspiring. Through inspiration, discussion and sharing, students can realize the importance of English learning and set goals for it, which can stimulate students' interest in English learning to a certain extent.

4.3 Introduction of Teachers' Requirements for the Course

There are great differences between middle school English and college English in teaching objectives, content, requirements, teaching methods and means, and teaching evaluation methods. Therefore, as a teacher, we should introduce to students the differences between the curriculum system of College English and English learning in the middle school. At the University stage, English teaching pays more attention to the cultivation of ability and the improvement of comprehensive cultural literacy. Although teachers mainly explain textbooks in class, teachers will guide students to collect, accumulate related teaching materials, such as reading and teaching materials and a large number of listening and speaking exercises. Teachers let students understand the specific requirements, teaching content, teaching methods and means of this course, which will enable students to have a macro-understanding of future English teaching and learning, so that they can better formulate their own short-term and long-term learning goals and tasks in accordance with the requirements of College English teaching. The teacher should monitor and guide students' learning attitude and learning methods so as to ensure the realization of College English teaching objectives.

4.4 Introduction of English Learning Methods

At the beginning of college study, many students show a lack of self-determination and independent management ability, and they have no design for the future. Faced with new teaching content and new teaching requirements, students often feel helpless or even frustrated. Therefore, teachers should give more guidance, through teaching some scientific learning methods, mobilize students' learning enthusiasm, guide students to arrange their own learning time, and conduct more independent and effective learning. Especially as for how students arrange self-study after class, teachers should make a detailed introduction, and make students full of hope for future learning. As long as the correct learning methods are used, students' performance will be improved gradually, and if students persevere, they will be able to achieve all-rounded improvement of language proficiency. At the beginning of College English teaching activities, teachers should guide students to change their learning mode as soon as possible, adapt to college English learning and enhance their autonomous learning ability. Teachers should help students develop good learning habits of "preview, practice and review", pay attention to the change from "language knowledge" to "language use", expand reading, and learn through various ways.

V. CONCLUSION

In a word, the first lesson of College English plays an important role in students' English learning at the university stage and English lifelong learning. Teachers should improve students' understanding of the first lesson of College English, take the OBE teaching concept as the guide, formulate clear teaching objectives, prepare the first lesson carefully, and show the teacher's good image, and cultivate students to use effective English learning strategy. In the first English class, teachers should pay attention to self-introduction, course-related introduction, guide students to make plans and guide students' learning methods, so as to make college English lesson of high quality so as to make students learn English sustainable and efficiently.

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