

A Study of Chinese Foreign Cooperation in Running Schools under the Background of Internationalization of Higher Education

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Abstract: under the Background of the Internationalization of Higher Education, It Has Become an Inevitable Trend to Build a Reasonable English Curriculum System for Sino Foreign Cooperation in Higher Vocational Colleges. Based on the Theory of Demand Analysis, This Paper Introduces the Current Situation of the International Curriculum Construction, Analyzes the Subjective and Objective Needs of the Students from the Lower Grades, the Higher Grades, the Domestic Graduates and the Overseas Graduates, and Puts Forward Some Suggestions for the Optimization of the English Construction of the Chinese Foreign Cooperative Education Curriculum in the Context of Internationalization.

1. Introduction

The United States Carried out the Research on the Internationalization of Curriculum Earlier, and Analyzed the Development, Theory, Practice and Other Aspects of University Curriculum in Depth. American Universities Generally Strengthen the Sense of Internationalization, Strengthen the Obligation of Internationalization, and Attract People to Participate in the Development of the Internationalization of University Education, So as to Highlight the Benefits of Internationalization [1]. Singapore Starts to Set Up International Courses That Are Conducive to the Cultivation of Students' International Consciousness and Concept, and Develops a Series of Elective Courses That Can Stimulate Students' Creativity; in Canada, According to the Research Results of the World's Cutting-Edge Topics, the Teaching Content is Constantly Updated, and Even the Original Foreign Textbooks Can Be Directly Introduced; the Modern Communication Technology is Applied to Improve the Teaching Quality and Efficiency, and the Off Campus Evaluation System is Also Carried out At the Same Time. in Hong Kong, Because of Its Unique Geographical Location and Unique Historical Reasons, the Universities Here Have the Unparalleled International Teachers and All English International Courses in the Mainland.

2. The Current Situation of Curriculum Construction Based on Internationalization

With the Increasing International Cultural and Educational Exchanges and Cooperation, the International Curriculum Reform of Universities in Various Countries and Regions is Also Undergoing Profound Changes. as Early as the End of the 20th Century, Chinese Universities Have Begun to Seek a New Way to Break through the International Curriculum -- Sino Foreign Cooperative Education Projects Began to Develop in Colleges and Universities in Various Regions of China[2]. the Project of Sino Foreign Cooperation in Running Schools Plays an Important Role in Promoting the Internationalization of Higher Education Curriculum in China. the Course Internationalization of Chinese Foreign Cooperation in Running Schools is Also Becoming the Main Means of Leading Transformation, Improving the Quality of Education and Improving the Level of Teaching.

Throughout the Construction of International Courses in Various Vocational Colleges in China, Sino Foreign Cooperative Education Projects Are Springing Up in Various Vocational Colleges. the Whole English Course is More and More Extensive, and More and More Students Go Abroad through Sino Foreign Cooperative Education Projects[3]. The Scale of Some Sino Foreign

Cooperative Education Projects is Also Growing, and the Chinese International Characteristics of the Curriculum Are Becoming More and More Obvious, Such as Quoting the Original English Textbooks and Taking Small Classes in Full English. However, At Present, There Are Still Many Problems in the Internationalization Construction of English Curriculum of Sino Foreign Cooperative Education Project in Higher Vocational Colleges, Which Are Mainly Reflected in the Following Aspects: Single Foreign Language Curriculum, Inconsistent International Curriculum Needs of Students, Lack of International Curriculum Environment, Etc. Based on This, We Can Reconstruct the English Course of Cooperative Education Project with International Characteristics by Developing the Demand for Students and Talents Training of Chinese Foreign Cooperative Education Project. Second, in the Field of Education, the Process of Understanding and Analyzing Learners' Learning Needs is Called Needs Analysis[4]. in the 1920s, Michael West First Proposed the Need for Foreign Language Learning, Which Was Later Applied to Academic English, Esp and Vocational English Teaching. in the English Teaching of Sino Foreign Cooperative Education Project, through the Analysis of the Specific Needs of Chinese and Foreign Cooperative Education Students for English, the International Curriculum Features of Sino Foreign Cooperative Education Project Are Designed. Understanding the Needs and Learning Characteristics of Chinese and Foreign Students in Cooperative Education Can Ensure the Better Realization of the Talent Training Program of Cultivating High-Quality Technical and Skilled Talents to Meet the International Needs. This Conforms to the International Characteristics of Chinese Foreign Cooperation in Running Schools and Ensures the Teaching Effect.

3. An Analysis of the Demand for English Curriculum Construction of Sino Foreign Cooperative Education Project

3.1 Research Method

English courses of Sino foreign cooperative education project mainly include IELTS, English pronunciation and intonation, English listening and speaking and other English courses. The determination of the concept of English curriculum construction, the design of curriculum objectives, the organization of curriculum types, the selection of curriculum content, the implementation, management and evaluation of curriculum are essential for the international talent training objectives. In this survey, two higher vocational colleges in Hunan Province are selected to carry out the international oriented English curriculum demand analysis and research. By means of questionnaire and telephone interview, a random sampling survey is conducted on the students of Chinese foreign cooperative education, including junior and senior students, as well as domestic and foreign students in professional and international fields[5]. A total of 367 students are surveyed. According to the training objectives of Chinese foreign cooperatively run schools, the questionnaire consists of three parts: IELTS basic English knowledge and skills, students' demand for International English courses, and graduates' application of English ability. Although the subjects of the survey are special groups such as Chinese foreign cooperative school students, but according to the requirements of cultivating high-quality technical talents with international needs, the application of English ability is mainly in the future workplace and the application ability of studying abroad in the future, mainly to investigate the students' perceived English application ability.

3.2 Result Analysis

The questionnaire and telephone interview mainly analyze the following three aspects of data: self-demand, self-evaluation of IELTS learning abroad, and the use of English by graduates.

Table 1 Analysis of the Self Needs of Chinese and Foreign Students in English Learning

Project / Assessment	Weak%	Weaker%	Commonly%	Stronger%	Strong%
IELTS learning needs	0.9	6.28	43.89	40.50	8.43
Public English needs	0	5.23	59.84	20.08	18.74
Demand for foreign textbooks	0.5	12.55	64.53	12.38	10.09
Demand for bilingual teaching materials	0.3	13.97	59.67	14.54	11.43

Table 2 Self Evaluation of Ielts Learning Abroad

Your IELTS score target value		
5.0	5.5	6
10.89%	74.58%	14.5%
Your English level is		
5.0	5.5	6
42.3%	45.8%	11.9%

According to table 1, due to the characteristics of school running, Chinese and foreign cooperative school students have a strong desire to go abroad. Most students want to be able to study IELTS and other courses, but some students choose employment after graduation in China. On the demand of Public English subjects, it can be seen that although there are students who do not go abroad, they are generally aware of the importance of English, so they are very willing to take public English courses. The main reason is that whether students go abroad or not, they need to pass the English level test[6]. For the more difficult foreign and bilingual teaching materials, because the English level of the students in higher vocational colleges is lower than that of the undergraduate colleges, the demand degree is further reduced.

From table 2, it can be seen that at the beginning of entering university, students are eager to pass 5.5 and enter professional courses directly. From the results of senior year, it can be seen that the results are not as easy as students think. The main reason lies in the weakness of Vocational Students' English, and the difficulty of IELTS course for them. Most of the students' scores are between 5-5.5.

4. English Usage of Graduates

The questionnaire is divided into two parts, one is the use of English by domestic students and the other is the use of English by foreign students. By setting a 5-point Likert scale of 1 (very low) to 5 (very high), we can calculate the English use level of Chinese foreign cooperative school students. From the data analysis, it can be seen that the average number of English proficiency items of Chinese foreign cooperative school students is between 3.0 and 6.98[7]. According to the survey in Table 3, the English proficiency of domestic graduates is average, with an average score of about 3. Standard deviation is a measure of the degree of dispersion of data mean. The larger standard deviation means that there is a large difference between most of the values and their average values; the smaller standard deviation means that these values are closer to the average values. The range of average values in Table 3 is 0.6-0.9, indicating that there is little difference between the average values. Compared with the English application of foreign students, we can see that the average number is significantly higher than the level of English application ability of domestic graduates, which shows that the background of studying abroad can provide a good application environment for students.

5. Conclusion

By using the mixed research method, this paper analyzes the subjective and objective needs of the students from the lower grade, the higher grade, the domestic employment graduates and the overseas students.

English Curriculum: Basic English stage and advanced English stage

In terms of curriculum design, we should further optimize the curriculum structure and content, and build the basic IELTS (studying abroad) and public English (examination level) curriculum groups and language application curriculum groups for international talent training from three aspects of instrumentality, professionalism and applicability, from the aspects of language knowledge, language skills and cross-cultural communication. On the one hand, we should strengthen the training of students' language ability, special language skills and humanistic spirit[8]. According to the mode of Chinese foreign cooperative education, such as the "2 + 2" mode, a special characteristic course is constructed. The junior students learn 4.5-5.5 points of IELTS course group, public English course group and English course group suitable for cooperative projects, such

as international business English course. According to the needs of overseas learning, in the senior stage, to construct EAP (Academic English) and ESP (Special English) course groups, foreign language teaching materials can be appropriately selected in professional courses.

English curriculum implementation: the curriculum implementation can be carried out from many aspects, such as relying on the information-based network teaching and platform, developing English audio-visual oral English resources suitable for the characteristics of Chinese foreign cooperative education, cultivating the independent learning ability of Chinese foreign cooperative education students, and cultivating their English application ability[9]. According to the characteristics of cooperative education, we should strengthen the guidance of overseas employment and study abroad concept, and cultivate students' Academic English ability and intercultural communication ability to adapt to foreign learning and life.

English teacher team building: relying on the Sino foreign cooperative education project, build a team of IELTS teachers, bilingual teachers and foreign experts. The following measures can be taken: encouraging teachers to participate in training to improve the quality of teachers; developing curriculum resources, compiling school-based teaching materials and introducing foreign language teaching materials[10]; encouraging industry experts to enter the classroom to improve the quality of teaching; supporting teachers to participate in the activities of university curriculum internationalization; building an international curriculum evaluation system and improving the international curriculum system.

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