

# **The Construction of College English Curriculum under the Background of the Internationalization of Independent Colleges**

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**Abstract:** College English is a compulsory course for university students. Under the background of the internationalization of independent colleges, college English teaching should meet the overall requirements of college English teaching. At the same time, independent colleges should also adapt to the characteristics of their own development. In order to become an international business school, English teaching in the independent Canvard College should aim at improving students' test-taking abilities and practical abilities of language application.

## **1. Introduction**

The college English course is a part of humanistic education in colleges and universities. It has instrumental and humanistic features. From the perspective of its instrumental features, college English curriculum is the promotion and expansion of English teaching in the stage of basic education. Its main purpose is to further improve students' English listening, speaking, reading, writing and translation abilities as well as their intercultural communicative competence on the basis of English education in senior high schools. As far as its instrumental features are concerned, language is not only the carrier of culture, but also an integral part of culture. In addition to learning advanced science and technology, students should also understand the social histories and cultures of foreign countries, so as to enhance their understanding of different cultures and improve their awareness of the similarities and differences between Chinese and foreign cultures. Therefore, we should fully tap the rich humanistic connotation of college English curriculum and realize the organic unity of instrumental and humanistic features.

Universities aim to train research-oriented talents; the main purpose of independent colleges is the cultivation of applied and inter-disciplinary talents. Independent colleges recruit students as third degree colleges. Thus, students in these colleges have relatively poor basic knowledge reserves and the uneven learning abilities. These features determine that English teaching in independent colleges should adopt practical teaching methods with their own characteristics.

The Canvard College needs to adapt to the national college English teaching reform and try to realize the goal of internationalization. Different types of students have different needs for English; the construction of English curriculum in our school should aim at improving students' test-taking abilities as well as their English application skills.

## **2. The Construction of College English Curriculum**

### **2.1 The teaching requirements of college English curriculum**

According to the current situations of basic and higher education, as well as the social development of our country, college English teaching objectives can be divided into three levels: fundamental, improvement and development. The fundamental objectives are basic requirements that most students should meet when they graduate. According to the actual situation of our college as an independent college, English teaching in our school should try to achieve the basic objectives. There are two descriptions on English teaching requirements: the general description and the skill description. The general description includes requirements on students' language skills and knowledge, as well as their intercultural communicative competence and learning strategies. The

skill description further explains the teaching objectives of the three levels from five aspects: listening, speaking, reading, writing and translation.

The basic objectives describe language skills that should be mastered by students as follows.

The listening comprehension ability: Students should be able to understand simple English conversations on daily topics, as well as English radios, television programs and lectures on familiar topics and at a slower speed. They need to grasp main ideas and main points of these materials. Students should be able to understand English courses at corresponding levels, and understand common instructions, as well as product and operation instructions related to their positions. They need to have the ability of using basic listening skills.

The oral expression ability: Students should be able to conduct simple daily conversations with many rounds in English, be able to narrate or describe general events and objects briefly, and be able to have simple discussions on given topics. After preparation, they should be able to make short speeches on familiar topics. Their speeches should have clear structures, as well as relatively correct pronunciation, intonation and grammars. They need to have the ability of using basic conversational skills in dialogue.

The reading comprehension ability: Students should be able to read newspaper articles with familiar subjects and medium difficulty level; they should be able to read English textbooks and common practical articles in work and life with the help of dictionaries, so as to grasp main ideas, understand main facts and related details. They need to have the ability of using basic reading skills such as skimming and searching when reading longer and easier materials.

The written ability: Students should be able to describe personal experiences, perceptions, emotions and events, write common practical articles, and discuss and explain general topics or outlines in the form of short articles. The short articles should have basically complete structures, clear main ideas, relatively appropriate expressions and coherent meaning. They need to have the ability of using basic writing skills.

The translation Ability: With the help of dictionaries, students should be able to translate articles with familiar subjects, clear structures and low difficulty levels between English to Chinese. Their translation should be basically accurate, without major misunderstanding or errors of expression. They need to have the ability of using translation skills effectively.

## **2.2 Analysis of the characteristics of students in independent colleges**

Independent colleges enroll students as third degree colleges. The tuition fees are relatively high, which determines that students of independent colleges have their own characteristics compared with other undergraduates. Most of them are the only child in the family born in 1900s. Most of them are self-centered. These students have a wide range of interests and strong social activity abilities, but their cultural foundation and learning abilities are poor. Their attitude towards learning should become more serious and conscientious. In the aspect of autonomous learning, these students do not have enough self-discipline abilities, and they do not know how to arrange their time in autonomous learning after class. Therefore, it is of great practical significance to study the characteristics of independent college students and to explore effective teaching methods.

Canvard College does not only have the common features of independent colleges, but also has its own characteristics of development. In 2010, the school passed the approval of The Association to Advance Collegiate Schools of Business (AACSB) and became a member of AACSB. The school has begun to certificate as an international elite business school in an all-round way, and learnt from international elite business schools in terms of curriculum, teaching management and quality standards in order to realize excellent teaching quality. In addition, the school has established cooperative relations with more than 20 well-known foreign universities. Through the five international communication platforms include the European and American undergraduate courses, the overseas training camps for young leaders, the overseas practice classes, the internship of multinational corporations, and the Chinese cultural dissemination project, students in our school are provided with multiple opportunities to study abroad and exchange international information.

Because of the goal of internationalization, in our school, the importance of English is

self-evident. According to the different development directions of students after graduation, students can be divided into three categories according to their different needs for English. First, some students will go to complete their undergraduate and postgraduate studies abroad at the second or third year of the International College. Second, some students will go to complete their undergraduate studies in China and take part in the National Postgraduate Entrance Examination after graduation. Third, some students will directly go to the workplace after graduation. Although the second and third categories of students will complete their undergraduate study in China, from the Grade 2015, students of all majors in our school will have the opportunity of going to Canada for a two-week short-term study.

### **2.3 The construction of English curriculum in independent colleges**

The purpose of education is to cultivate people. Teachers should pay attention to teaching students in accordance with their aptitudes in the process of teaching. Therefore, the college English curriculum construction should take the characteristics of students and the needs of different types of students into account, so as to explore teaching methods suitable for different students, which can really improve students' English abilities and meet students' English learning requirements.

For students who will go abroad to complete their study, our college can impart knowledge about the IELTS (The International English Language Testing System). Through the study and training of IELTS modules, students can meet overseas universities' requirements on IELTS scores.

For the students who will complete their undergraduate study in China, we should help them to lay a solid language foundation in the process of English teaching, improve their basic abilities in listening, speaking, reading, writing and translation in an all-round way, and meet the requirements of students in basic goals. Efforts should be made to reform college English teaching methods so as to make the education more suitable for students with their own characteristics.

In the first three semesters of college English teaching, teachers should help students to lay a good language foundation. In the process of college English education, teachers should change the former "teacher-centered" mode, and adopt a new "student-centered and teacher-led" teaching mode. In the classroom, we should abandon the teaching method of "cramming", and try to fully arouse students' interests in learning and stimulate their desire for knowledge. When imparting knowledge, we should also teach students about the methods of learning knowledge. At the same time, teachers should make full use of modern multimedia and other advanced teaching equipment to produce exquisite and lively courseware and related multimedia teaching materials to assist the classroom teaching. In college English classes, teachers need to try their best to give all students the opportunity of speaking and encourage students to open their mouths. According to the characteristics of college English course, attention should be paid to expanding extra-curricular knowledge. For example, teachers can use classical English songs and movies as teaching materials, which can not only stimulate students' interests in English learning, but also improve their English levels effectively.

The English level of independent college students is not high as a whole while their learning initiatives are not enough. At the same time, the College English Test - 4 Certificate plays a very important role in the employment process after graduation. We can't expect students to pass the CET-4 without any teacher's guidance. Therefore, on the basis of completing normal teaching tasks, the fourth semester of college English should focus on teaching students about strategies in the CET-4 exam. Teachers need to instruct students according to the features of the CET-4 test. They can instruct students to buy books on CET-4 vocabulary and past papers, so that students can make full use of their time after class to expand their vocabulary and familiarize themselves with CET-4 questions. With the development and progress of the society, especially with the development of network technology, students can also use network software such as the BaiCiZhan application and the Seashell application to memorize words and practice listening. Teachers should also explain the knowledge points in different modules of CET-4 so that students can have definite objects in the process of review. Schools should also organize a certain number of mock exams to help students familiarize with the examination process, so that they can play their normal level in the real CET-4

test. In a word, in the process of teaching, teachers should try their best to improve students' English abilities as well as their test-taking abilities.

Since students in our college will go to Canada for short-term study tours, the English courses should also highlight the practical characteristics. When students go abroad, English becomes an important language tool for them to learn and communicate. Therefore, in college English courses, teachers should pay attention to improving students' listening and speaking abilities. Students need to learn useful expressions in different scenarios when they go abroad. These scenarios include entry and exit, airports, hotel check-in, ordering in restaurants, asking for directions, taking a bus, shopping and so on. In teaching, teachers need to introduce relevant vocabulary and expressions in different situations, and organize relevant classroom activities such as dialogue and situational performance. Through these methods, students can simulate different scenes and express them correctly and fluently in English. This kind of classroom teaching can also serve the goal of internationalization.

English teaching in independent colleges has its own flexibility. Therefore, we can combine the business-oriented characteristics of our college and offer courses like the business English, the background of Britain and America, and the comparison of Chinese and Western cultures as follow-up courses of college English. These courses can improve students' English levels and make them familiar with Western culture. Through the learning of relevant courses, English can serve for students' professional development, improve students' humanistic qualities, and realize the organic unification of instrumentality and humanism.

### **3. Conclusions**

As a relatively new mode of school running, independent colleges have their own flexibility in teaching. Therefore, the English teaching in independent colleges should be reformed and innovated constantly in accordance with the requirements of college English teaching and the actual situation of independent colleges, such as the orientation and specialty setting of the school and the characteristics of students, in order to find out a teaching mode which is in line with the characteristics of independent colleges and has the features of independent colleges. Especially under the background of the internationalization of independent colleges, our teaching practice should follow five principles. 1) Teaching contents should be designed on students' demand and focus on practicality. 2) Students can learn important skills in the course, while unimportant contents can be eliminated. 3) Compulsory and optional courses should complement each other. 4) Teachers need to teach students in accordance with their aptitudes and create active classroom atmosphere. 5) Methods like self-learning, online learning and reverse learning should be introduced in the teaching process. We should make efforts to construct college English curriculum from all aspects.

### **References**

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