

Research on the Orientation of College English Teaching under the Background of Education Internationalization

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Abstract: China is in the stage of rapid development of university international education curriculum. As a pioneer in the internationalization of university education in China, college English teaching will usher in a fundamental change from the fundamental to the structural. To this end, college English teaching needs to find a correct positioning, and the original English teaching aiming at the test should be transferred to the international curriculum-oriented English teaching with the aim of academic English as soon as possible, laying a good foundation for the future international education and improving College students' ability to adapt to international courses.

1. Introduction

In 2018, China held several international conferences of presidents' forums, which attracted the participation of university presidents from all over the world. In each conference, the most frequently used vocabulary was "internationalization". The internationalization of education is one of the main driving forces for the process of globalization, and it is the inevitable need of the times. In the past 20 years, the internationalization of education in China's colleges and universities has been mainly reflected in the invitation of world-class scholars to come to China for lectures, visits, and translation and interpretation of foreign literature in the world to follow the world's cutting-edge scientific and technological achievements. And through the implementation of various projects and policies to encourage outstanding students and scholars in China to go abroad, to study in advanced countries, to train talents through study abroad, and to improve the level of scientific research in China. However, as a developing country, China has a certain gap in the attractiveness of foreign students. It is very important in the internationalization of education in many countries around the world that it attracts overseas students and professors and increases the flow of talents in the country. And reserve capacity to achieve the goal of international education. According to statistics [1], there are currently about 5 million international students studying abroad, an increase of 57% compared with five years ago. In the international arena, education internationalization is more regarded as the embodiment of internationalization curriculum. This paper combines the existing literature and the development status of international education in the world, and studies the college English teaching in China in the context of current education internationalization. The orientation is to provide reference for the development of education and teaching of college English in China.

2. The status quo of education internationalization in other countries and regions

Development Status of Asian Regions and Asian Countries

In order to better adapt to the internationalization process, countries and regions have carried out different degrees of reform on college English education. For example, in Hong Kong, China, Hong Kong's colleges and universities offer a large number of foreign teachers to teach English to undergraduates and graduate students. It creates an English atmosphere for students, enhances their acceptance, and has a high degree of internationalization. More than half of the courses are taught in English, and the degree of internationalization is high. Some foreign teachers from all over the

world have reached the university. 50%, the number of international students has reached 16%, and from more than 60 countries and regions. For example, the University of Hong Kong has greatly improved the internationalization of Hong Kong universities through its English-language courses and admissions policies. At the same time, in Hong Kong, the proportion of international students in the most international Hong Kong University of Science and Technology has reached 20% [2]. It has greatly enhanced the international recognition of Hong Kong universities, enhanced the exchanges between Hong Kong universities and the international community, and comprehensively improved the research level of Hong Kong universities. In neighboring Japan, the government has proposed a project to absorb 100,000 international students in 1983. After the success of the project, it allocated 42 billion yen in 2008. In order to achieve this goal, Japanese universities have reformed college English teaching. Introduce educational methods in advanced Western countries, recruit a large number of foreign teachers to teach, and set up college English courses for foreign teachers. The person in charge of the school said that “through the teaching of English, the promotion of English education courses has been greatly enhanced” [3]. At present, Japan's internationalization project has achieved good results, which not only enhances the level of higher education in Japan, but also enhances Japan's international influence.

By reforming the old college English education model and finding its correct positioning and setting up an efficient college English course in combination with its positioning, these colleges have benefited from different degrees and achieved the goal of international education to a certain extent.

3. China's education internationalization process

3.1 The concept of college English in China

China has always emphasized the importance of English teaching. Even since the beginning of kindergarten, English has been started. For college students, the emphasis is on the ability of the 46th and 6th grades to further strengthen the English ability of college students, and emphasize the internationalization of college courses. However, although China has entered the world-class level in the fields of engineering and medicine, in the recent “Shanghai Medium and Long-term Education Reform and Planning Outline”, it shows that Shanghai must have more than ten first-class disciplines with international reputation in 2015. All these aspects show that China's colleges and universities are fully capable of carrying out world-class disciplines. But to succeed in creating world-class disciplines requires real integration with the world, while traditional college English education cannot achieve its goals. In the final analysis, we lack teachers who have the ability to teach in English. Therefore, it is necessary not only to train English-speaking teachers in China, but also to vigorously introduce foreign excellent teachers. This also proves that the concept of college English education is fundamentally backward. It is impossible to complete its role in the internationalization of the course.

3.2 Problems in College English Teaching under the Background of Education Internationalization

On the one hand, China attaches importance to test-taking ability in college English teaching, attaches importance to reading and comprehension, and has established four or six-level competency tests for examining these abilities. The problem of neglecting oral communication and neglecting communication is widespread, which has caused problems in the education of our universities that can be imported but difficult to export. This is obviously not in line with social needs. Secondly, the arrangement of college English courses in China is not completely reasonable. It is often the same as other courses, but the teachers can not take care of all the students, which makes the difficulty of oral teaching and the implementation of the final reform. Finally, the evaluation rules for students are also unreasonable. The traditional evaluation methods are mainly determined by the test scores and the usual results, and the most important part is the test scores. To a certain extent, this has caused students to pay less attention to spoken language, and often more

energy is devoted to repeated test-taking exercises. The usual results only serve as an indicator of the student's attendance rate, which is out of its original intention.

4. College English Teaching Positioning Adjustment under the Background of Education Internationalization

4.1 Changes in student needs

According to the requirements of the 1999 syllabus, college English mainly serves the relatively closed university environment at that time. College English teaching aims to improve personal accomplishment, and gives students basic English communication skills to lay a good foundation for further study in the future, and due to the limitations of the syllabus. At present, college English studied by Chinese college students mainly addresses the needs of China's foreign exchange before globalization, and is not an international educational demand.

At present, as China gradually integrates with the international community, it has already ranked among the top in the world in many research directions. However, the current college English teaching is not enough to support our communication. The internationalization course is an opportunity for the reform of college English teaching. At present, many students have a strong demand for improved English teaching in the learning process. At Fudan University in Shanghai [3], the number of exchange students who go to other countries for study each year is more than 2,500. According to Fudan University's plan, each undergraduate student can have the opportunity to study as an interviewer or exchange student at an overseas university. At the same time, many students also take the initiative to participate in online courses in foreign famous schools in order to obtain better educational resources. However, according to the current survey, students still have the following obstacles when they are taught in English: 1. The classroom is inefficient, and it is impossible to quickly complete the summary and record of knowledge points in English. 2. The English level is insufficient, especially the professional vocabulary is insufficient. It is difficult to read the original English textbook, the speed is slow, and the efficiency is low. 3. The application of grammar and vocabulary is not standardized, and it is impossible to complete English papers and reviews on its own. These obstacles have occurred in students who have passed the four-level and six-level test of the university. This also proves that the current lack of existing courses in China can not meet the students' need for studying abroad and reading foreign documents. In the survey, 72% of college students believe that the link between basic English and English courses should be strengthened, such as adding professional vocabulary or related training to help them adapt to the whole English teaching. Therefore, the needs of students have changed in essence. From the original quality training to the current hard demand, the voice of students for the reform of college English teaching has become increasingly popular.

4.2 Revision of the College English Syllabus

Faced with the changes in students and social needs, China's existing college English syllabus has fallen behind the times to a certain extent, so it needs to be revised to some extent. In fact, the college English community is also full of expectations for the revision of the outline. A professor at Fudan University said that "college English teaching should serve the internationalization of Chinese higher education, and should stay in the present and look to the future." Therefore, the revision of the outline needs to be oriented towards an international curriculum to develop students' professional English skills. Improve their competitiveness in the international tide rather than the language test for the university level 4 and university level 6. This means that college English classes in university courses need to be changed from compulsory subjects to more flexible elective subjects, and ESP courses, especially EAP courses, are available to serve students. The EAP course is mainly to train students' research communication skills and professional English learning ability through reasonable arrangement of training programs and lecture programs. For example, standardizing writing ability, speaking ability, group academic discussion ability, ability to search for materials and reading materials, listening and induction ability, etc. In order to improve the

adaptability of college students to the teaching of internationalization in English. In essence, it helps students and schools adapt to the tide of internationalization.

5. Conclusion

Finding the correct orientation of college English teaching under the background of education internationalization is one of the important factors that affect the current internationalization of universities. In the traditional college English syllabus, English teaching is more for the college English test. It aims to improve the basic quality of college students. However, in today's globalization, college students already have a certain English ability and seek more. English ability training that is in line with international standards. The purpose of college students has changed from being English to being able to communicate to becoming English, and to use English to obtain a more international education. In the past, China's college English education relied on the importance of Chinese leaders' ability to test English proficiency and developed rapidly. However, in the era of globalization, the original direction of college English education should also change. Taking the internationalization of university education as an opportunity, comprehensively enhance students' professional English ability and improve their international competitiveness. Therefore, in order to meet the practical needs of college students, adapt to the impact of the globalization trend, and face the challenges of international education, the international education-oriented college English education will be the new orientation of college English.

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