

Analysing the Necessity and Feasibility of English Teaching Reform in Colleges and Universities in the Context of Internationalisation

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Abstract: Under the background of global integration, in order to help college students better understand the world dynamics, grasp the pulse of the times, and communicate and dialogue with the world effectively, it is a general trend to carry out international education reform in college teaching. And English, as a language subject, is also the leader and promoter of international education reform. This paper discusses the necessity and feasibility of reforming English teaching in colleges and universities, aiming to promote the deepening reform of internationalisation of education, curriculum and teaching staff in colleges and universities.

Keywords: Internationalisation context; English language teaching reform; High impact teaching

1. Exploring the Necessity of English Teaching Reform Based on the Background of Internationalisation

As the world's common language, English is a basic tool and an important medium for participating in international cooperation and competition, and in international exchanges and cultural exchanges. Fluent mastery of the English language is the first prerequisite for people to understand international rules, participate in international affairs and conduct transnational exchanges and cooperation. The English language programme in colleges and universities carries this important task and mission, and the teaching goal of the English language programme in colleges and universities needs to change from cultivating the four basic abilities of students in listening, speaking, reading, writing and writing to focusing on the tools of the language and on cultivating the students' critical thinking, creative thinking and international vision.

2. Exploring feasible ways to cultivate students' international outlook based on teaching reforms

2.1 Alignment with the EAP programme to achieve CEFR alignment

The EAP (English for Academic Purposes) programme is a global English language programme designed specifically for non-native speakers of English as a bridge course prior to studying a specialised academic programme, specialising in improving listening, speaking, reading and writing skills in English to help prepare students for study and research in an international academic environment. After aligning with the international EAP programme, the curriculum needs to be aligned with international standards such as the Common European Framework of Reference for Languages (CEFR) to ensure international recognition of the quality of education. The CEFR (Common European Framework of Reference for Languages) system is an important indicator and reference to quantify the overall listening, speaking, reading, and writing skills of students. Teaching teams need to have an in-depth understanding of the six proficiency levels of the CEFR (A1 to C2) and the corresponding language proficiency requirements for each level, and to map the content of the EAP programme to the various levels of the CEFR, to ensure that students are able to progressively improve to the required level of academic English.

In terms of English curriculum design, two public compulsory courses, *English Listening and Speaking* and *English Reading and Writing*, are offered to freshmen non-English majors, and two public compulsory courses, *Critical Thinking* and public elective courses, *Academic English*, are offered to sophomores, of which the *Academic English* course can be customised according to students' majors. The courses are designed according to CEFR standards to ensure that they cover the four skills of listening, speaking, reading and writing, and that the teaching content has both global and Chinese perspectives, with an emphasis on cultivating students' ability to use and communicate in English as well as their critical thinking. In terms of the selection of teaching materials, it is necessary to choose materials and teaching materials that match the CEFR levels and include academic English content to ensure that students can learn at the appropriate level of difficulty and

progress to the appropriate level in stages. In addition, assessment and testing is also a top priority, which requires the teaching team to optimise the assessment methods and strengthen the process assessment of the English course, rather than relying on a single examination paper at the end of the course to check students' learning. At the same time, assessment standards and testing tools corresponding to the CEFR levels should be designed, such as rubrics, to assess students' English proficiency in listening, speaking, reading and writing on a regular basis in a justifiable, authentic and effective manner.

2.2 Strengthening of teaching staff and introduction of international talents

Strong teachers are the key part of English teaching reform and the driving force of teaching reform. Only teachers with rich knowledge reserves, excellent professionalism and good international vision can promote the smooth implementation of internationalised teaching reform of university English. For this reason, institutions of higher education should be based on a global perspective, vigorously introduce international talents, cultivate teachers with an international perspective and advanced international teaching concepts, cultivate students' intercultural communication skills while teaching them language skills, provide students with high-level and high-quality English courses, and help to improve the internationalisation of education in the university.

While the introduction of talents plays a key role in the reform of English language teaching, it is also particularly important to improve the overall teaching level and teaching ideas of frontline teachers, and we need to constantly update their teaching methods and concepts to meet the needs of the development of internationalised teaching. First of all, we can set up an international education consultant team and invite international education experts to provide guidance and suggestions for the reform of English teaching and curriculum construction in schools. At the same time, we can invite scholars at home and abroad to give academic lectures on international education and cross-cultural communication, and promote exchange and cooperation and experience sharing among teachers by opening workshops and seminars, so as to jointly solve bottlenecks encountered in teaching, and to improve teachers' overall teaching ability and international vision. Secondly, schools can also carry out regular teacher training to encourage teachers to base themselves on the front-line English classroom, actively teach and research, repeatedly sharpen their lessons, improve their own knowledge structure, and strengthen the reorganisation and construction of knowledge content, so as to enhance the comprehensive quality of English teaching. During regular training and actual teaching, teachers can summarise a great deal of experience and use international teaching methods, curriculum design, and assessment and feedback mechanisms to improve students' learning experience. In addition, schools need to support teachers in obtaining international qualifications and encourage them to take part in internationally recognised professional qualifications to improve their competitiveness in the field of international education; they also need to encourage teachers to participate in international academic forums and publish international papers, so as to enhance the academic influence of the school and the teachers themselves through the publication of their teaching practices and teaching research results in international journals. Finally, schools should also establish cooperation mechanisms with foreign institutions to provide teachers with platforms and opportunities for international exchanges, and actively facilitate teachers' participation in international cooperative education programmes. Teachers are encouraged to exchange experiences with foreign educators, to understand educational practices and concepts in different cultural contexts, and to innovate and integrate Chinese and Western educational concepts, as well as to apply the learned cutting-edge theories to actual internationalised teaching, in order to enhance the effectiveness of internationalisation reform.

2.3 Reaking away from routine teaching and practising high-impact teaching

High-impact teaching emphasises a high level of student engagement in educational practices and academic programmes that enable students to become self-directed learners and active participants. It is centred on the idea that schools and teachers create an environment for students to engage in substantive communication, increase their interest in learning, guide their critical thinking, and provide feedback in a positive and timely manner. In the context of internationalisation reforms, this approach to teaching and learning can better meet the needs of students and develop their learning abilities and creativity.

In the form of classroom teaching, English courses can innovatively adopt team-teaching, that is, two teachers co-teach and instruct students of the same major or the same class, in terms of students, they can feel different teaching styles and get a richer and more varied learning experience; in terms of teachers, co-teaching can be more effective in supervising and evaluating students' learning, and at the same time, achieve For teachers, co-teaching can more effectively monitor and evaluate students' learning, and at the same time realise the sharing of teaching resources and improve the effect of teaching. At the same time, students are encouraged to carry out project-based learning in the classroom, and through activities such as Model United Nations and debates, teachers create cross-cultural and cross-border diversified experience scenarios for students, so that they can apply their knowledge inside and outside the classroom, and learn English by solving practical problems. At the same time, teachers need to collect feedback from students on a regular basis, including classroom exercises, writing and speaking activities, and post-class reflections, and use this feedback as a basis for improving teaching and helping teachers to better under-

stand students' needs and preferences.

In terms of content, it is important to ensure that the teaching content is up-to-date with the times by introducing readings related to international perspectives, such as original English books, international news, cross-cultural stories, and so on. At the same time, the topics of instruction can be multicultural and include themes that are closely related to international development and students' lives, such as global economic integration, climate change, sustainable development, self-awareness, cultural development, etc. This will enable students to learn about common challenges around the world and to promote their understanding of globalisation by comparing the similarities and differences in different cultures. At the same time, we also need to strengthen students' English speaking and listening training to improve their practical application of the language. In addition, academic skills training should also be covered, such as academic writing, reading, presentations and discussions, etc. Through project-based learning to prepare students for professional academics and encourage students to analyse problems from multiple perspectives and to think critically about different cultures and viewpoints, to learn about different cultures and values, to encourage creative thinking, and to learn about different cultures and values, as well as to encourage students' understanding of globalisation. It encourages students to analyse problems from multiple perspectives, to think critically about different cultures and views, to understand different cultures and values, to encourage creative thinking, to cultivate cross-cultural discernment, and to broaden their international outlook.

2.4 Going beyond the traditional classroom to achieve integrated online and offline teaching and learning

Teacher teams can make use of advanced online learning management systems such as Study Pass to conduct blended teaching and create a smart classroom for students. For example, on Super Star Learning Pass, teacher teams can collectively build lessons for the same course and upload teaching resources such as text, audio and video in the material area, while designing flipped classroom learning tasks in the chapter area, in an effort to create a smart classroom and realise the integration of online and offline teaching. Before each lesson, teachers can release a pre-study task list with the help of StudyPass and ask students to complete the flipped classroom related tasks, while the background can monitor the students' learning progress at any time; during the lesson, they can interact with each other through project-based learning, group discussion and other activities, and track and count the students' learning through online quizzes; after the lesson, they can also issue online homework and provide timely feedback through student-student mutual assessment and teacher review. Feedback.

In addition, the effective use of various technological tools can also effectively enhance the quality and effectiveness of internationalised English language teaching. Apps such as Duolingo, Babbel or Rosetta Stone can help students learn independently outside the classroom; online collaboration tools such as Google Docs or Microsoft Teams can effectively assist students and teachers to collaborate online and complete projects together. Social media platforms such as wechat can help students create language learning communities and encourage students to communicate in English. Online libraries and databases such as CNKI can also provide a wide range of academic resources, and students can access international academic materials, research results and online courses in English. Through these technological tools, teachers can teach internationally more effectively, while students can have a richer and more personalised learning experience.

3. Summary

Only through internationalisation can higher education train international talents with cutting-edge knowledge, professionalism and academic competitiveness in their fields of specialisation. Carrying out English teaching reform is an important channel for colleges and universities to take the route of internationalisation. Higher education institutions need to provide policy support to ensure that there are sufficient educational resources and quality management to help the reform, and to encourage the construction of innovative English courses. At the same time, the combination of language skills and professional skills, the integration of language assessment standards with international standards, the introduction of high-quality teachers with international academic backgrounds, and the use of intelligent education platforms and technologies will help us achieve internationalised teaching and provide strong support for the cultivation of international talents with a global outlook and a critical and innovative spirit.

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