

# Research on the Language Teaching Characteristics in Chinese-Foreign Cooperation in Running School Project -- Taking Chinese-Foreign Cooperation in Running School Project in Guangzhou College of Commerce as an Example

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**Abstract.** Foreign language ability is the core competence of internationalized talents; language teaching plays an important role in the process of Chinese-Foreign cooperation in running school. The Chinese-Foreign cooperation in running school project should strengthen the construction of language curriculum system, build a language teaching center, train students' language practice ability, strengthen the teaching team construction of language teachers, Chinese and foreign teachers collaborate to educate people, highlight language teaching information, and improve students' autonomous learning ability, and improve the quality services of talent training for Chinese-Foreign cooperation in running school project.

**Keywords:** Chinese-Foreign cooperation in running school; language teaching; characteristic construction.

## 1. Introduction

Guangzhou College of Commerce is one of the earliest undergraduate universities which promote internationalized running school and hold Chinese-foreign cooperation projects in Guangdong Province. As early as 2002, the predecessor of this school is Zengcheng College of South China Normal University, took the lead in cooperating with the Australian University of Southern Queensland (USQ) to hold the undergraduate of international accounting major (approval number of Ministry of Education MOE44AU2A20020323O). So far, this cooperation project has trained 13 undergraduate students. In 2012, the college was approved by the Ministry of Education again to cooperate with the US Bellevue University (BU) to hold a Sino-US logistics management undergraduate program (approval number of Ministry of Education MOE44US2A20121317N), and it recruited double-major and double-degree undergraduate students for Guangdong Province In 2013. In order to further introduce the high-quality educational resources of overseas universities, Guangzhou College of Commerce set up the international college in 2011, and cooperated with foreign excellent universities to hold multi-level Chinese-foreign cooperation in running school, at the same time, it has established a "credit of mutual recognition and joint training" linking system of professional courses with many universities in the United States, Britain, Australia, Canada and Germany, the quality of internationalized running school has increased year by year, and the characteristics of running school have begun to appear, which has won a high social reputation.

## 2. Curriculum Acts on International Convention and Highlights the Hierarchy of Language Ability Training

The language curriculum of the Chinese-Foreign cooperation in running school projects generally lasts for one to two years, which can neither copy the foreign language training courses conducted by the social training institutions for the people going abroad, nor copy the design of the public foreign language curriculum in universities, it must start from the characteristics of Chinese-Foreign cooperation in running school projects, ranks and grades language courses. The curriculum acts on the international English level test, which not only facilitates unified teaching and examination

management, but also achieves hierarchy requirements, so that each student has a clear learning goal at each stage, and the ladder of English application ability development is reflected.

The curriculum at the initial stage mainly reflects the logical relationship among the "listening", "speaking", "reading" and "writing" skills, and combines the traditional "listening" and "speaking" courses into "English communication skills" courses, highlights the training of "listening" and "speaking" skills; combine the "reading" and "writing" courses, through a large number of reading basic corpus, internalizes language knowledge, trains students' writing skills, and improves language input and output simultaneously.

In the second stage of English teaching, the content of English teaching should be changed from language knowledge teaching to comprehensive skill teaching. The curriculum should be set up autonomously according to the "listening", "speaking", "reading" and "writing" four basic skills, the courses are interrelated and infiltrated, and strive to make the students' knowledge more systematic, moreover further enrich the teaching form and means, input language with multi-dimension, so that students fully understand and master the characteristics and requirements of each skill, strengthen the ability of autonomous learning.

In the third stage of English teaching, English teaching changes from highlighting skill teaching to comprehensive teaching, when setting up English courses, the classroom teaching time should be reduced, the role of network platform is brought into play, and students' self-learning is main, help students understand cultural background, social knowledge, and education system of English-speaking countries, etc., and lay the foundation for students to adapt to study abroad. [1]

### **3. Build Language Teaching Center and Train Students' Language Practice Ability**

In order to meet the needs of internationalized talent training of our school, highlight the characteristics of running schools and improve the teaching level of English language, the International College set up the language teaching center. The language teaching center focuses on building students' autonomous learning, innovative learning and experience training as leading factor, quality improvement and language ability training as the core, training international talents as the goal, and a three-dimensional language teaching system that combines classroom teaching with second classroom autonomous learning. There are three teaching centers under the language teaching center, namely the IELTS teaching center, the autonomous learning center and the writing center. All three centers have designated a teacher as the person in charge, according to the advantages of the teachers of the international college language teaching center, the teaching team is set up to implement teaching more effectively, and highlight the training characteristics of language practice ability under the background of internationalization.

The IELTS teaching center conducts staged hierarchical teaching with reference to the students' actual language level, according to the actual language ability of students at different levels, the appropriate teaching and practice tasks are set up, and targeted IELTS preparation teaching is implemented. On this basis, the student preparation status and real-time level can be known through the establishment of the IELTS resource center and the monthly IELTS simulation test. Moreover, classroom teaching closely follows the latest topics and question type trend of the IELTS test, ensure that students' test preparation results are maximized and have achieved gratifying results.

The autonomous learning center aims to provide autonomous learning resources and guidance outside the regular classroom teaching, helps students train the necessary awareness, methods and means for self-learning, and gradually makes students to master the language skills and self-learning skills required for foreign study. Through the network resources such as micro-lecture or WeChat, the network platform such as the correction network, the self-learning center conducts networking and standardized management for setting, completion, submission, and correction for homework, and fundamentally changes the lack of students' self-training and the after-school guidance and monitoring. In addition, this center provides students with a large number of practical learning opportunities such as seminar, exploratory practice, and overseas English speaking training camps,

teachers integrate students' practice and staged curriculum objectives, set up seminars, collaborative type and other autonomous learning tasks in and out of class and provide full guidance, help students proactively discover and understand their own learning difficulties, try to find the solution and learning skills that are most suitable for self, moreover, help students learn and practice basic academic norms and abilities, and strive to realize the transformation of language teaching from giving people fish to teach people to fish.

The Writing Center provides one-on-one and personalized guidance for students' problems in English writing, and trains students' ability to think independently, discover problems and solve problems; it aims to build a platform for realizing teacher-student interaction, let students write in a flexible and free environment, and discuss in practice and improve in communication. The writing center is a team of experienced and highly trained teachers, it adopts one-on-one tutoring, writing workshops, lectures and other forms, innovate the new mode of English writing teaching, and find new ways and means for students to improve their English writing ability.

#### **4. Strengthen the Teacher Team Construction of Language Teaching and Jointly Train Talents**

The goal of teaching team construction is to realize the transformation of English language teaching from "teaching" to "learning", strengthens the construction and utilization of resources and platforms outside the traditional classroom, effectively train students' autonomous language learning ability and habits, and achieve two-way improvement of language level and language learning ability. The main implementation means are as follows:

##### **1. Teacher team construction based on curriculum system**

According to the talent training specifications in the talents training plan of International College of Guangzhou College of Commerce, a stepped multi-dimensional language curriculum system of "basic language teaching team + practical language teaching team + IELTS teaching team + professional English course teaching team" is built, different teaching tasks are carried out by different teaching teams. At the first stage, the basic language teaching teams train English language ability and skills of students. Moreover, the practice English teaching team organize overseas English training camp to strengthen students' language ability and skills in the real English environment; at the second stage, concentrated IELTS intensive training is implemented according to the requirements of overseas partner schools for language skills; at the third stage, in the early stage of the study at the overseas university, the schools should set up appropriate courses to strengthen the basic academic ability norms required by students' major learning.

##### **2. Team building of deep organic combination of Chinese and foreign teachers**

Chinese and foreign teachers are generally lacking coordination and cooperation in the process of teaching and scientific research, this normal mode is broken, implement a collaborative teaching model for cooperation between Chinese and foreign teachers in the same course, give full play to the advantages and abilities of Chinese and foreign teachers, not only ensure the efficiency of classroom teaching, but also ensure that tracking and implementation of after-school autonomous learning, so achieve the best teaching results and learning experience.

#### **5. Strengthen the Construction of Information Teaching Platform and Train Students' Autonomous Learning Ability**

The language teaching team is strongly encouraged to strengthen students' language output practice through various resources and methods, including networking and intelligent platforms. Use various network platforms such as whispering courses, on-campus micro-courses, WeChat, and correction network with external institutions, realize students' Autonomous language learning practice and monitoring of after-school tasks. Through overseas oral training camps, students are regularly organized to go to English-speaking countries for language training, and language skills are strengthened through practice. The Chaoxing Learning Platform is used to develop English courses,

mainly including English Listening, Word Family, English Writing and other courses, which not only change the classroom teaching ways of teachers, but also help students learn independently.

## **References**

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