

# Research on the Construction of College English Courses in Local Minzu Colleges and Universities

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**Abstract**—Globalization of economy, culture and education makes people communicate with other countries more frequently. As the most widely used language in the world, English has become an important tool for international communication. If you want to know the advanced technology and ideas and experience of developed countries such as the United States, you must put English learning in a crucial position. College English course, as a part of humanistic education in Colleges and universities, plays a vital role in the future development of non-English majors. Due to history, teachers and other reasons, the construction of College English curriculum in local Minzu colleges and universities is relatively lagging behind, and the gap is still large compared with the mainland universities. The article will analyze the difficulties and problems faced by the college English curriculum construction in local Minzu colleges in a more in-depth way, and at the same time put forward strategies for solving problems, so that the faculty and college English teachers can strengthen and enhance the college English curriculum construction. Therefore, in the predicament, we must strive for survival and strive for development.

**Keywords**—Local Minzu Colleges; College English; Course Construction; Strategy

## I. INTRODUCTION

Globalization of economy and culture and progress of science and technology are closely related to people in different countries and regions. As the most widely used language in the world, English is an important tool for international communication, science, technology and cultural exchange. Through learning and using English, we can directly understand the scientific and technological progress, management experience and ideas of foreign frontiers, learn and understand the world's excellent culture and civilization, and at the same time help to strengthen the national language strength, effectively disseminate Chinese culture, promote extensive contacts with people of all countries, and enhance the country's soft power [1]. College English course is a part of humanistic education in Colleges and universities, which has both instrumental and humanistic characteristics. With the development of socialism with Chinese characteristics entering a new era, the main contradictions in Chinese society have changed, which requires higher education to pay more attention to education equity and the improvement of education quality, focusing on connotative development. The

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promulgation of the newly amended Constitution and the further development of the state's foreign strategy provide the institutional basis for the reform and development of higher education, as well as broad opportunities and space for development. At the same time, the high quality development of basic education in the new era, the breakthrough progress of brotherly colleges and universities, and the rapid development of artificial intelligence have also brought new challenges to higher education.

Due to historical and geographical reasons, the development of ethnic education still faces some special difficulties and prominent problems. The gap between the overall development level and the national average is still large, and the construction of college English courses in local Minzu colleges and universities is relatively lagging. Compared with mainland universities, the gap is large. Therefore, the departments and managers of local Minzu colleges and universities should foster multicultural and international awareness under the background of globalization, deeply understand the importance of College English curriculum construction, thoroughly analyze the problems and challenges faced by the curriculum construction, attach great importance to the construction of College English curriculum, guide the curriculum leaders to carry out curriculum planning, take various measures and ways to strengthen the construction of College English curriculum, and at the same time guide college English teachers to keep in mind their roles and missions at all times. Moreover, in terms of professional accomplishment, educational and teaching skills, scientific research and other aspects, efforts should be made to upgrade, keep pace with the times, actively participate in the curriculum construction in a team way, and comprehensively improve the scientific research and teaching and research ability of College English to cultivate talents with international vision and multi-thinking, who can communicate with people in English and have strong cross-cultural communication ability in appropriate occasions, and to better serve the higher education cause in ethnic areas.

## II. THE POSITION AND IMPORTANCE OF COLLEGE ENGLISH

### A. College English Course Positioning

Professor Cai Jigang, School of Foreign Languages, Fudan University, proposed in 2006 that college English is only a course, not a subject and he also proposed that should College

English be required to be an independent subject? This requirement reflects the mood and desire of College English teachers. If College English can become an independent subject, it will play an active role in the long-term development of College English, the improvement of the status of teachers and the stability of the teaching staff. But whether a university course can become an independent subject is not entirely based on social needs[2]. College English is not a subject, not because it is not recognized by the Catalogue, but because it lacks the minimum elements of the subject. As a discipline, firstly, it should have unique and irreplaceable research objects; secondly, it should have a complete theoretical system or knowledge system. We can regard college English as the next branch of foreign language teaching (Liu Runqing 1999).

#### B. Instrumentality of College English Courses

College English curriculum is the promotion and expansion of English teaching in the basic education stage. Its main purpose is to further improve students' English listening, speaking, reading, writing and translation abilities on the basis of English teaching in senior high schools. The instrumentality of College English is also reflected in ESP. Students can acquire the ability to communicate in academic or vocational fields by learning academic or vocational English related to their major or future work.

#### C. Humanity of College English Courses

As far as humanism is concerned, one of the important tasks of College English curriculum is to carry out cross-cultural education. Language is not only the carrier of culture, but also an integral part of culture. In addition to learning and exchanging advanced science and technology or professional information, students should also understand foreign societies and cultures, enhance their understanding of different cultures, enhance their awareness of the similarities and differences between Chinese and foreign cultures, and cultivate their intercultural communicative competence. The core of humanism is to take people as the foundation, carry forward the value of people, and pay attention to the cultivation of people's comprehensive quality and all-round development. Socialist core values should be integrated into college English teaching. Therefore, we should fully tap the rich humanistic connotation of College English curriculum and realize the organic unity of instrumentality and humanism[3]. The aim of College English teaching is to cultivate students' English application ability, enhance their intercultural communicative awareness and communicative competence, develop their autonomous learning ability and improve their comprehensive cultural literacy to enable them to effectively use English in their study, life, social interaction and future work to meet the needs of the country, society, schools and personal development.

### III. PROBLEMS IN THE CONSTRUCTION OF COLLEGE ENGLISH COURSES IN LOCAL MINZU COLLEGES AND UNIVERSITIES

#### A. *The Shortage of College English Teachers Restricts the Curriculum Construction*

The level of College English teachers in local Minzu colleges and universities is not uniform, but they all undertake the college English teaching work in all colleges and departments of the university. The number of teachers is relatively small and their academic qualifications are generally low. Few teachers are recruiting master's degrees. Most of the teachers in local Minzu colleges located in remote areas come from undergraduates who graduate from English majors in Colleges and universities. Their knowledge is not strong enough. Some teachers try hard to get on-the-job master's degree. There are very few master's degree candidates for English majors and zero doctoral candidates for English majors. The structure is unreasonable. College English teachers are mainly lecturers and assistants. There are few associate professors. Professors are zero, and there is no reasonable title structure for the old, middle-aged and young people. From the perspective of academic structure, most of the teachers graduated from two ordinary universities, and few came from professional colleges or key universities. Many factors lead to unreasonable knowledge structure of teachers, inadequate knowledge of relevant linguistic theories, especially inadequate research on the depth of linguistic knowledge. In the process of foreign language teaching, it is difficult to make in-depth and thorough analysis and Research on various problems such as language, and to adapt to the new requirements of College English teaching reform in the new era. In recent years, the loss of teachers is serious, and many problems restrict the construction of College English curriculum.

#### B. *There are Many Types of Students, the Classes are Large, and the Basic Level is Uneven*

In local Minzu colleges such as Sichuan Minzu College, there are many types of College English classes with different levels. There are general undergraduate courses, general undergraduate courses, arts and sports undergraduate courses, arts and sports college courses, Tibetan-Chinese Bilingual undergraduate courses and minority language undergraduate courses. Before 2016, students have 16 credits of College English. Less than 20 teachers are responsible for the teaching of College English in two grades and nearly 150 classes, with an average of 18 class hours per week and someone teachers 22 class hours per week. Sometimes on weekends, there are invigilators and other jobs. Most of the teachers also undertake the guidance of undergraduate thesis for English majors. With such a heavy teaching task and other work, teachers are tired of mechanical teaching and coping with daily work, and seldom have more time and energy to devote to scientific research and continuing education. With so many teaching classes in our school, foreign language institutes don't know how to do. They can only teach in a joint class, with 60 to 80 students at a minimum and more than 100 to 130 students at a large scale. It is more difficult for large class teachers to manage classroom teaching. Teachers need to spend a certain amount of time to maintain the order of teaching. It is difficult

to ensure that every student actively participates in classroom teaching, and the quality of teaching is difficult to guarantee. The English proficiency of the students in the class varies greatly. Taking the general undergraduate course of non-English majors as an example, students with good foundation can pass CET-4 in the first semester and CET-6 in the second semester. Some students with weak foundation from minority areas only get 20 or 30 marks in the college entrance examination. The wide gap of students' English foundation also poses a challenge for teachers to prepare lessons. It is difficult to take care of students at all levels in teaching. Many factors increase the difficulty of curriculum construction.

*C. The Textbooks are not Advancing with the Times, the Utilization of Network Resources is Low, and the Research Ability is Weak*

College English textbooks for non-English major undergraduates are College Experience English published by Higher education Press, the revised edition of 2011, and those by Foreign Language Teaching and Research Press at other levels. The textbooks are equipped with teaching courseware and so on. Various carriers originally provided intellectual support and reference for teachers' classroom teaching, and also reserved sufficient space for teachers to prepare lessons. However, most teachers rely too much on the CD-ROM and courseware provided by the publishing house, and restructures the textbooks and related materials less. The ready-made courseware solidifies the teachers' teaching thinking, ignores the individual differences of the teaching objects, and fails to bring the creativity of teachers into full play. "This reflects that the multimedia courseware provided by the publishing house has been recognized by the teachers, but it may be difficult to meet the specific needs of the students in our school and our class by relying too much on other people's courseware, and it can't effectively improve the teachers' ability to use educational technology" [4]. At the same time, the replacement of teaching materials has not kept pace with the times, some materials can't keep pace with the times and teaching methods are outdated. Teachers did not use PBL, TBL and other teaching methods in their classes. They used fewer resources for MOOC courses, were unfamiliar with flipped classes, and did not make full use of big data resources and have little ability to cope with teaching reform. In terms of scientific research, most college English teachers are not trained adequately due to their academic qualifications, which makes it difficult for them to produce high-level scientific research results. Most of the primary articles in core journals require that articles with doctoral degrees, associate professors or above and teachers from key universities should be given priority, so it is difficult to publish articles. Some teachers, especially those with long service years but no title evaluation, have obvious career frustration and lack of passion and motivation, which are not conducive to the construction of College English curriculum.

#### IV. COLLEGE ENGLISH CURRICULUM CONSTRUCTION MEASURES IN LOCAL MINZU COLLEGES AND UNIVERSITIES

*A. Top-level Design and Overall Planning for College English Courses*

Relevant leaders should focus on the current situation and future long-term development needs, have a long-term vision, and take into account the bottlenecks, challenges and opportunities facing the current situation from the overall perspective, so as to formulate a good plan for the construction of College English teachers and curriculum construction. Under the macro guidance of the College and the Ministry of Education, the dean of the College of Foreign Languages and the deputy dean in charge of teaching should take the initiative to shoulder the responsibility in this regard, grasp the relationship and direction between College English curriculum and students' development, foreign language college development, school development and national development, straighten out the relationship among curriculum, teachers and students, and then guide and guide college English innovation, curriculum expansion, team building and steady reform along the established curriculum planning line and in line with the principle of seeking truth from facts. College English curriculum system should serve the school's objectives, the needs of specialty construction in Colleges and departments, and the needs of students' individualized development. It is necessary to develop and design the framework of curriculum system and construct curriculum groups[5]. Facing the shortage of teachers, colleges and universities should keep in touch with some foreign language colleges in mainland universities, actively recruit talents, introduce talents and inject fresh blood and vitality into the colleges and at the same time, encourage young teachers to upgrade their academic qualifications and pursue doctoral degrees and allow teachers to apply for doctoral degrees in non-English language and literature. Because of the small number of doctoral students in English Language and Literature, limited enrollment and fierce competition, young teachers can also improve their qualifications by pursuing doctoral degrees across disciplines, and also provide teachers' guarantee for the construction of College English curriculum system[6].

*B. Promote the Construction of College English Courses with the Construction of Teaching Team*

Chapter 17, 53, of the National Outline of Medium and Long Term Educational Reform and Development Planning points out that "young and middle-aged teachers and innovative teams should be the key to build a contingent of high-quality university teachers and vigorously improve their teaching level, scientific research innovation and social service ability, promote cross-disciplinary and cross-unit cooperation to form high-level teaching and research innovation teams." [7] Only by building a college English teaching team can we form cohesion and give full play to the collective wisdom and strength of teachers. Professor Wen Qiufang pointed out in the seminar on team building and interactive development of College English teachers held in Beijing that the typical characteristics of interactive teams are self-confidence, reciprocity, equality and cooperation. There are two motivations for team building research. First, there are

some drawbacks in current college English teaching, such as the deviation of theory from practice; second, the current teaching reform pays less attention to the effectiveness of classroom teaching. She pointed out that the teacher development research which has been implemented in middle schools has taken root in the classroom, which embodies the spirit of "the unity of knowledge and practice", and is worthy of reference for college English teaching. With a team, there will be an organization. Team members should take time to communicate with each other on teaching and scientific research issues, cooperate wholeheartedly, learn from each others strengths and weaknesses, and improve together so that the team can really play a role. As professor Wen said, "College English teaching Researcher Team and Front-line Teacher work closely together through teaching, research key issues and specific materials, and through emotional and cognitive interaction, ultimately achieve the development goals-to improve the ability of researchers to integrate theory with practice and communicate with front-line teachers, and enhance the ability of reflection, teaching, research and cooperation of front-line teachers ", [8]" In addition to completing the daily administration work, department leaders should carry out career management activities to help and promote teachers' career development and achieve their career development goals. Effective career management of department leaders helps to improve teachers' satisfaction and enhance their loyalty to the development goals of the department.[9] Under the guidance and guidance of the leadership of the Foreign Language Institute, the college English teaching team should concentrate on expanding the curriculum according to the students' needs, practice and reflect in teaching, consult and cooperate in scientific research, help each other, unite and cooperate in their work, and make suggestions to promote the construction of College English curriculum.

#### *C. Change the Textbooks that Keep Pace with the Times and Make Full Use of Network Resources*

If a set of teaching materials is used for too long, teachers will inevitably use the previous teaching plans and courseware. In the long run, teachers will gradually develop inertia, while teaching the same materials repeatedly, teachers will also feel tired. Some of the contents of the original textbooks are out of date. They can't keep up with the trend of social development and show new trends to students. Therefore, timely replacement and use of authoritative publishing houses, keep pace with the times of teaching materials is essential. College English teachers should also actively familiarize themselves with and understand relevant network resources. According to different teaching objectives and diverse materials, teachers should maximize the use of high-quality network resources in preparing lessons, guide students to make rational use of reliable resources, instill students with the awareness of self-learning through effective network resources, browse and comprehend the cultures of western countries such as Britain and the United States, gradually cultivate students' multicultural literacy and acquire a deeper understanding of foreign cultures, so that the idea of autonomous learning runs through the whole process of College English teaching and learning. In addition, universities should fully implement the

"Internet + English" teaching mode and expand learning resources. When choosing textbooks, universities should give priority to authoritative publishing houses that students can use mobile APP to do listening, speaking, reading and writing exercises after class and teachers can use mobile APP to check the students' homework completion and extracurricular learning materials. It is recommended that students make full use of large-scale online high-quality open courses according to their English foundation and actual situation. Teachers should actively try to use PBL, TBL and other teaching methods in their own classroom, and explore the use of "flip classroom" teaching method when permitted.

#### V. CONCLUSION

Discipline construction is an important part of the development of colleges and universities, and curriculum construction is an important foundation of discipline construction. Faced with the shortage of teachers, many types of students, large classes, uneven basic levels, outdated textbooks, low utilization of network resources, and weak research ability of teachers that caused the lag of curriculum construction, the leaders of the School of Foreign Languages must actively carry out the top-level design and overall planning of the college English curriculum, and the relevant managers should take the initiative to implement the relevant work, guide the teachers to actively participate in the college English teaching team, especially to use the holidays to send more teachers to exchange seminars, broaden their horizons and vision, and build a faculty to drive the construction of college English courses. Moreover, they should replace the textbooks that are backward in time, unsuitable and unfavorable for students' development, choose textbooks that keep pace with the times, make full use of high-quality network resources, and explore the use of new teaching methods. College English teachers themselves must make a profound analysis and Reflection on their own teaching, and clarify their strengths, strengths and weaknesses, as well as the opportunities and challenges they are facing as first-line College English teachers, actively participate in the construction of College English curriculum, strengthen the ability of serving non-English majors, so as to better serve students, realize their own value, serve the cause of higher education, and train outstanding talents with international vision and vision for minority areas and surrounding areas.

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