

## Research on International Talents Training and Innovative Courses of College English in the Context of New Era

Yingtao Li

Jilin International Studies University, Changchun, China

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**Abstract:** The development of global internationalization needs internationalized talents. College English teaching is closely related to the cultivation of internationalized talents. Based on this, this paper studies the cultivation of international talents and innovative courses of College English in the new era. On the basis of a brief analysis of the urgency of internationalized talent cultivation for college English teachers' teaching adaptation, the curriculum is innovated from the perspectives of teaching evaluation, teaching mode and teaching team, with a view to providing reference for innovative teaching of English.

### 1. Introduction

From the perspective of College English syllabus in China, the first College English syllabus, which was established in 1985, puts forward that “the teaching of College English at the basic stage must focus on language basis”. This is a reasonable requirement for students' English proficiency in view of the current situation of education [1]. The speed of students' English reading is set at 17 words per minute. Through students' learning, the instrumentality of this language can be used to prepare for their professional development. From the perspective of College English teaching requirements, it is proposed that students should have international literacy while improving their language requirements. In September 2014, the State Council promulgated the “Opinions on the Implementation of Deepening the Reform of the Examination and Enrollment System” [2]. By 2020, a modern foreign language assessment system with unified standards and multiple functions will be basically established. This shows that by 2020, a new national English proficiency test model will be gradually introduced to meet the needs of the development of English learning and replace the current national English proficiency test and CET-4 and CET-6. With the decades of open development in China, the social, economic, cultural and other levels have developed unprecedentedly [3]. There is a great demand for English professionals. At the same time, it challenges the teaching of College English teachers. It highlights the urgency of internationalized talent training to adapt to college English teachers' teaching.

### 2. The College English Curriculum System of the International Talents Training Target

The Requirements for College English Teaching promulgated by the Ministry of Education in 2007 emphasizes that “College English course is not only a basic language course, but also a quality education course to broaden knowledge and understand world culture, with both instrumentality and humanism [4]. The aim of College English teaching is to cultivate students' comprehensive English application ability, especially their listening and speaking ability, so that they can communicate effectively in English in their future study, work and social interaction, at the same time, enhance their autonomous learning ability and improve their comprehensive cultural literacy so as to meet the needs of social development and international communication in China.” [5] At the same time, according to the requirements of the Outline and the four objectives mentioned above, and referring to Chen Xin's curriculum for training international foreign language talents, the curriculum of College English is set up as a basic course and an improvement course, including language skills, ESP, internationalization course and practice creation [6]. The new curriculum is set up according to

the learning stage, course type, course name and course content, in which the language refers to Chinese and English.

College English curriculum based on the goal of international talent cultivation includes two parts: basic courses and improvement courses, which are studied in two stages [7]. The curriculum types include language skills, ESP courses, international courses and practical innovative courses. Specifically, the basic courses in the basic learning stage include language skills courses, mainly from the aspects of language listening, speaking, reading, writing, translation and linguistics to cultivate students' basic English and Chinese skills and language application abilities; the improvement courses in the learning stage include professional courses, international courses and practical innovative courses [8]. With the expansion of China's international exchanges, the advent of the era of economic globalization, scientific and technological integration and cultural pluralism, and the improvement of the overall English level of Freshmen in universities, ESP teaching will be the development direction of College English teaching in China [9]. Systematic principles should be emphasized in curriculum design and learning. Some courses in ESP include bilingual courses taught by professional teachers. "Developing bilingual teaching is an important way to cultivate international talents. Local universities should actively promote bilingual teaching in light of their own reality."

### **3. International Talents Training and Innovative Course Design of College English**

#### **3.1. Innovation of college English teaching and training objectives**

The core qualities that internationalized talents should possess are: solid language skills, excellent professional knowledge, strong intercultural communicative competence, proficiency in international affairs and rules, ability to analyze and solve problems, strong ability to use and process information, high political and ideological quality and healthy psychological factors [10]. Quality. The specific needs of international talent training for English ability are mainly embodied in four aspects: the ability to quickly retrieve and read relevant English literature, the ability to accurately express in writing, the ability to express orally without barriers and the ability to communicate across cultures.

College English is a general course. The reform of foreign language teaching in Colleges and universities should refer to the accreditation standards of international disciplines, combine the characteristics of the dominant disciplines of the university, and follow the principle of "school-based". For example, College English teaching in P.E. colleges and universities should take the content of P.E. subjects as the language carrier, aim at training the language ability of sports industry situations, construct a "school-based" university foreign language teaching mode that meets the needs of the internationalization of P.E. undertakings and has the characteristics of P.E. and make full use of the advantages of P.E. discipline resources of our school. To achieve the goal of international talent training.

#### **3.2. Innovation in college English assessment**

The diversified evaluation system of College English teaching based on the goal of international talent cultivation includes the diversification of evaluation subjects, evaluation contents, evaluation methods and evaluation strategies, as shown in Figure 1. The aim and goal of constructing a diversified evaluation system of College English teaching under the goal of international talent training is to change the traditional and single evaluation model of College English teaching and adopt various evaluation forms and strategies so as to understand the teaching and learning effects of teachers and students, and to feedback teaching and learning, which is beneficial to teachers and students. The teaching management department formulates and adjusts the teaching objectives in time, which is conducive to arousing students' interest in learning English, cultivating students' ability of comprehensive application and autonomous learning of English, and enabling students to have an international perspective and innovative ability. This diversified college English teaching evaluation system will be conducive to the cultivation of high-quality application-oriented talents

for social and economic development and international exchanges.

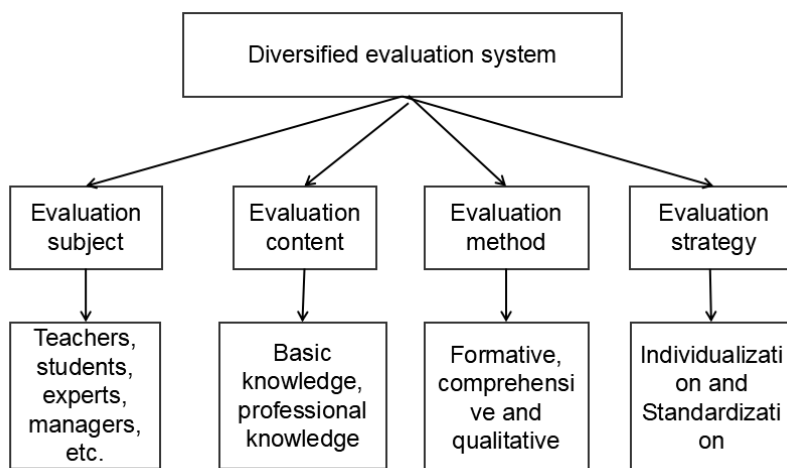


Fig.1. Diversified teaching system

According to the requirements of College English Curriculum under the goal of internationalized talent cultivation, this paper puts forward a new diversified evaluation subject, that is, a combination of experts and teaching management departments, teachers'evaluation, inter-school, employers and students. This new diversified evaluation subject increases the evaluation of students in the process of Intercollegiate communication, internship and practice between schools and employers. It is convenient for students to grasp the learning situation of internationalized courses and understand the demand of economic and social development for internationalized talents. Teaching management departments and teachers can fully understand the teaching effect, timely feedback teaching, guide decision-making and formulate teaching management objectives; students can self-review and self-reflection on their learning process, improve learning methods, stimulate learning interest, and then cultivate students'autonomous learning ability and self-adjustment. Energy saving and innovation ability.

The content of evaluation should include not only the evaluation of students'basic knowledge and skills, but also the evaluation of their mastery of professional knowledge. Particular attention should be paid to the evaluation of students' internationalization vision, practical ability, cooperation consciousness and learning attitude. The purpose of the evaluation is to test students'mastery of internationalized courses and practical innovative courses. To meet the needs of international talent training objectives. The diversification of evaluation content helps to improve students'intellect, interest in learning, spirit of cooperation with others, spirit of criticism and innovation, and the formation of personal values.

Diversified evaluation methods include formative evaluation and summative evaluation, qualitative evaluation and quantitative evaluation. Formative evaluation mainly includes students'attendance, classroom performance, homework, extra-curricular practice (intercollegiate communication, internship) records, online self-study records, questionnaires, learning portfolios, term course papers, periodic written and oral examinations, student seminars. Summative assessment refers to the final examination at the end of the semester, which includes comprehensive language skills testing of spoken language, listening, reading, writing and translation. This diversified evaluation method adds to the record of extracurricular practice (intercollegiate communication, internship) and the evaluation of semester course papers, so as to track and record students'situation in extracurricular practice (intercollegiate communication, internship), and check students' hands on Internationalized courses and practical innovative courses in the form of semester course papers. Hold the situation. In this diversified evaluation mode, there are both qualitative and quantitative evaluation, which is conducive to cultivating students'good attitude and interest in English learning, cultivating students' cooperative spirit, autonomous learning ability, innovative ability and practical ability in the process of learning, practice and growth, so as to meet the needs of current college English teaching. The need for the goal of internationalized talents

training in Chemistry.

### **3.3. Implementing the course responsibility system of teaching team**

In order to make the world hear the voice of China, College English teachers should shoulder the burden of cultivating foreign language talents with global vision, proficiency in foreign languages, proficiency in international planning, and proficiency in international negotiations; in the post-information era of knowledge sharing and co-creation, they are exposed to the atmosphere of information explosion, overflow of micro-messages and fragmented reading. Teachers are no longer just knowledge imparters, but also classroom leaders. Faced with the challenges of the times, College English teachers should have solid basic knowledge, advanced teaching concepts, profound cultural accumulation and good communication and expression skills, and give full play to classroom leadership wisdom.

For example, the college English teaching team of Harbin Institute of Physical Education has implemented the curriculum responsibility system according to the actual teaching practice, which promotes the improvement of the teaching team structure by strengthening the leading and demonstrating role of the curriculum leaders in the actual teaching work; at the same time, through the establishment of the system, the integration and promotion of the overall strength of the teaching team Quantity has laid the foundation for improving the level of professional construction. The curriculum responsibility system helps teachers integrate teaching and scientific research harmoniously, participate in decision-making in curriculum design and management, and actively apply advanced teaching design, including micro-class and Mu-class. In this community, not only can English teachers share teaching resources and win-win situation, but also can provide great help for students' development. At the same time, College English teachers should provide professional guidance for students on multi-dimensional platforms such as after-class and internet. They should guide students in English skills and knowledge training, knowledge development training, extracurricular activities selection and learning methods. They should be good advisers to students so as to enhance their self-confidence and mobilize their foreign language learning. Enthusiasm in Learning and Improvement of Students' Ability to Learn English Autonomously.

### **3.4. Adopting “Theme-Based” teaching model**

There are some problems in the practical teaching of foreign languages in Colleges and universities, such as the separation of intellectual resources and platform resources of practical teaching, the single level of practical teaching and the single goal. For example, in view of the shortcomings of foreign language practice teaching in terms of expanding platform, intellectual resources and organizational strength, the College English Teaching Team of Harbin Institute of Physical Education has created a “thematic” practice teaching mode, which determines different practice teaching subjects according to different development needs of students majoring in physical education and different curriculum settings. Questions and contents, taking the theme as the line, integrate the multi-dimensional learning time and space in and out of class, make the practical teaching of College English play the most effective role.

In order to cultivate international talents, College English teaching should adopt the teaching mode of combining project teaching with independent learning. English teachers set learning goals and tasks in class, and exercise students' ability of planning and decision-making in the form of group discussions. After the completion of the project, she guided the students to show in groups in class, to conduct self-evaluation, and fully exercised the students' ability of self-learning and teamwork. At the same time, College English teaching should establish an online self-learning system, which should not only focus on the training of students' skills, but also on the practical application of these skills. The content of self-learning should be fully integrated with the application of students' professional fields, so that the content of classroom teaching can be extended after class and created for students. Setting up a good environment for self-improvement, self-selection and self-learning.

#### 4. Conclusion

Under the background of internationalized talent cultivation, this study is conducive to realizing the concept of “student-centered” and “social demand-oriented” talent cultivation in College English teaching, meeting the demand of the talent market in the global competition, and fostering a global perspective, skilled use of foreign languages, proficiency in international planning and comprehensiveness. In the global competition, we are good at seizing opportunities and striving for high-end foreign language talents.

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- 3) The Ninth China Foreign Language Education Fund Project: Research and Practice of the Model of “Classification+Segmentation+Stratification” in College English under the Background of Internationalization of Talent Cultivation.

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