

## **A study on the Reform of College English classroom under the background of big data**

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**Abstract:** CLIL (Content and Language Learning) teaching mode makes the integration of course learning, language learning, cognitive development and cultural acquisition a reality, and the professionalization and internationalization of higher education personnel training in China and universities. The need for in-depth reform of English is consistent. This paper expounds the possibility of constructing CLIL mode in College English EAP (English for Academic Purposes) teaching. From the perspective of teaching content and teaching methods, it discusses how to construct CLIL model in college English EAP classroom teaching for Chinese colleges and universities, providing reference for College English EAP teaching.

### **1. Introduction**

As China's globalization process progresses, it is an inevitable requirement to train high-level academic talents with high-level academic study and international academic exchange skills. College English teaching can provide protection for this. However, there are many problems in the traditional college English teaching. First of all, the curriculum structure of most colleges is still a comprehensive English plus listening and speaking course, which mainly trains basic language skills, but whether these language skills can be transferred to the study of professional subject knowledge and Uncertain; secondly, English teaching with language skills as the core does not emphasize the flexible use in the actual scene, lacks the inevitable connection with the professional promotion and career development that students will face in the future, thus losing the motivation of learning; finally, the subject teacher When teaching subject knowledge, it is impossible to solve the academic learning obstacles caused by insufficient language ability. However, for most academic English teachers, the lack of subject content knowledge is the biggest difficulty, especially the students' professional diversity and great difference. Therefore, English teachers face great challenges in choosing what content and in what way to conduct language teaching based on content. In short, college English eap teaching needs to integrate language skills and subject learning to meet the needs of students in English academic ability in academic research, so that students can carry out various academic activities such as subject learning and academic research in English.

The current content and language fusion teaching (clil) theory combines language and content to create an environment that is close to the real language. When the learning of target language is integrated with the context of content, students are encouraged to master the subject knowledge and improve their English. Lay the foundation for their future work and research. Based on the clil model, this paper attempts to explore the practice of university eap teaching and provide corresponding theoretical basis and practical experience for eap teaching.

### **2. Research Background of College English EAP teaching**

As a prerequisite for university academic environment, EAP defines students as “students in the disciplines (de Chazal 2014). EAP should address the academic survival needs of college students

and enhance students. In the professional field, comprehensive English proficiency skills including listening, speaking, reading, writing and translating, shaping the language and thinking ability in line with professional learning and research (Cai Jigang 2016). In the UK and the US, due to the increased demand for EAP skills Urgently, the EAP curriculum has matured and has developed three major EAP teaching genres: “skilled”, “textual” and “practical” (Gong Yu 2018).

There are still many discussions in China's eap teaching. Some experts advocate improving language skills and humanistic literacy and intercultural communication skills (Wang Shouren 2013); there are emphasis on academic English and industry English, focusing on high-order thinking training, and training "professional + foreign language" International compound talents (Cai Jigang 2016) and so on. However, the limited teaching practice in China shows that most of the teaching content is based on language skills, and the contact with subject professional knowledge is weak. The teaching method is also the traditional form centered on teacher teaching. Even some academic English courses opened by the school have become professional literature. The translation course or the professional vocabulary class is far from the goal of eap teaching, and there is still a lot of research space.

### **3. CLIL theory framework**

The concept of Content and Language Integrated Learning (CLIL) was first proposed by Finnish scholar David Marsh in the 1990s. It is an educational model that combines subject knowledge and foreign language learning with dual teaching purposes. Based on Hymes' "communicative competence" theory and Halliday's systemic functional linguistics, CLIL defines content as a non-language subject. Language is a foreign language other than the mother tongue. Foreign language is the content of learning, but it is also the subject knowledge of learning. Tool of. As Chinese scholar Liu Huiying and Huang Yuquan (2013) said, “class-integrated learning is a kind of language that aims to integrate language learning with course learning with the language of learning, and to form a dual goal of focusing on language and subject, surpassing traditional language classroom. The new teaching method can effectively avoid the disadvantages inherent in single-degree language learning and single subject learning.”

CLIL emphasizes that classroom instruction should follow the 4C system framework, namely Content, Communication, Cognition, Culture (Dalton-Puffer 2008).

As linguist Coyle said, CLIL also focuses on subject knowledge and language skills, and “integration” is its core, including multi-dimensional integration of language and content, language and cognition, language and communication, language and culture. First, the integration of language and content, content (discipline), CLIL combines language skills with subject expertise, language as a means of academic learning, and subject content creates a real context for language learning. Second, the integration of language and cognition, CLIL creates a context suitable for learners' current cognitive level, enhances learners' cognitive ability through subject content, and matches cognitive ability with expression ability to train learners to discover Problems, analytical problems, and academic thinking skills to solve problems. Third. The integration of language and communication, communication connects content transfer, cognitive development and cultural communication. CLIL encourages students to actively participate in classroom tasks during the learning process. Through language and language learning and communication skills, they can use the foreign language to discuss the subject's cognitive academic communication skills in the workplace. Fourth, the integration of language and culture, language is both a tool for communication and a carrier of culture. CLIL develops students' cultural awareness in an international context, reflects on themselves, broadens their horizons, and improves intercultural communication skills.

### **4. Teaching content and mode**

According to the 4c principle in CLIL theory and the urgent needs of students, the college English EAP course can be designed as three parts: academic English literature reading and

evaluation, academic English paper writing and publishing, and international academic conference exchange and discussion.

#### **4.1. Academic English Literature Reading and Evaluation**

The purpose of academic English literature reading and evaluation is to cultivate students' academic English reading ability and academic paper basic writing ability. Under the theoretical framework of CLIL, the application of professional subject knowledge and language learning are integrated into one another and complement each other. Select international journal professional papers in various professional fields as reading evaluation and writing content, form an academic English material library of various disciplines, and carry out academic literature reading and academic research through introduction, literature review, research methods, research results, research conclusions and abstracts. Literature evaluation, research on basic writing of academic papers, mastering the writing methods and writing norms of academic English papers, realizing the ability to read and evaluate academic English literature and the basic writing ability of academic English papers.

#### **4.2. Academic English Thesis Writing System Training**

Provide complete and systematic academic English essay writing training for learners. While taking into account the subject professional level and capability, the author's thesis is evaluated from the perspectives of the professional academic value, language level and academic norms of the thesis, the causes of the problem are analyzed and corresponding suggestions are given, and the revision is made and the final draft is made. Academic paper writing and publishing guidance is based on CLIL theory, which combines the professional knowledge and scientific research results of learners with academic English writing skills. On the one hand, it improves the practical application ability of academic English essay writing, on the other hand, it exercises the problem of analyzing and solving problems. Academic research capabilities, the two promote each other.

#### **4.3. International Academic Conference Exchange and Discussion**

Simulate international academic conference exchange practice projects to familiarize learners with their common forms and contents. How to use the English communication skills in the professional field to understand the individual's understanding of subject expertise in academic discussions, writing academic papers or reports, and reading papers. The learner's professional subject knowledge, scientific thinking, language application ability, and intercultural communication ability have all been improved.

The design of the above three teaching activities simulates all the processes applicable to academic English, and is an integrated teaching practice design based on the CLIL model.

### **5. Conclusion**

The content and language fusion teaching captures the focus of college English EAP teaching—content and language are equal, and the “learning language” is upgraded to “learning with language”, which encourages learners to transform from passive and traditional learning to innovative research practice. The content of the three major courses is basically coincident with the 4Cs of CLIL, which can greatly improve the language skills and professional knowledge, lack the status quo of practical context, and also make some research talents that help to cultivate international vision and academic application ability. try. How to better serve CLIL in academic English teaching is worthy of further research in future teaching practice.

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