Studies on the Positioning of College English Teaching in the Context of Education Internationalization

Yafei Wang*

Institute of Applied Foreign Languages, Eastern Liaoning University, Liaoning, 118000, China

*corresponding author

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Abstract: With the advancement of science and technology, as well as the accelerating globalization, English as an essential language in intercultural communication plays a significant role in globalization process. However, there still remain a lot of problems in current college English classroom teaching, such as students' insufficient activity in learning, and single classroom teaching mode, the teaching requirements in the context of English teaching internationalization cannot be met. This paper proposes corresponding countermeasures to above problems, such as fixed seating, classroom quizzes and real-time check-in to ensure attendance and enhance classroom efficiency through group management and diversified teaching models.

1. The Current Research Status of College English Teaching Positioning in the Context of Education Internationalization

With the ever-increasing level of cultural globalization and the continuous deepening of international education, China's major universities have strengthened the improvement of international courses and added many international courses in recent years for facilitating the development of domestic universities. Education internationalization has laid a solid foundation for the necessity and fundamentality of developing college English education. On the one hand, studying China's education internationalization can facilitate foreign students to study in our country, and on the other hand, it is conductive to setting up domestic and foreign joint specialties, thereby achieving more efficient cultural exchanges, and continuously drawing excellent foreign culture [1-3]. At present, a lot of universities have realized more effective exchanges through exchange students and foreign students by means of their foreign exchange systems, and achieved close cooperation with foreign universities. In view of this, teaching curriculum of China's universities can effectively connect with the international education level, thereby promoting China's educational concepts to transform and strengthens innovation. Therefore, in the context of international education, college English teaching must have a more precise positioning.

2. Problems Existing in College English Teaching

College English course in China's domestic colleges and universities is a discipline based on English practice. There exist a lot of problems in teachers' teaching process. Next, the author will elaborate on specific issues as follows.

2.1 College Classroom has Poor Restriction on Students

University provides students with an environment which has slow restriction on students' study and life, but has higher requirements for students' learning consciousness. Particularly in the process of college English teaching, in the relatively special classroom environment, each student is not given a fixed seat, which can enhance students' autonomy and initiative to a certain degree. In the classroom, teachers need to call the roll to guarantee students' learning initiative, which nevertheless is difficult to realize. In addition, absenteeism is common for students with very low self-requirements [4-5]. Once the teacher does not call the roll, in an English classroom where there

are a variety of students from different classes, due to the large number of students, the teacher knows little about each student and can hardly tell if a student is absent from class many times. This not only has an extremely bad effect on the students' English learning, but also may make them feel weary of studying [6]. In the meantime, because of teachers' unfamiliarity with students and the uncertainty of each seat number, some students may also ask other classmates to attend the class, which further lowers the classroom constraint and management. In face of too many students in the class, the teacher can only call the roll randomly, which further aggravates the students' absenteeism and increases the truancy rate. In this case, the students will feel harder and harder to conduct English learning.

2.2 Students' Initiative is Weak

College English teaching is directly targeting at students. The breadth and depth of college English teaching is determined by whether students study carefully to a certain extent. Students' poor self-consciousness and initiative have become the primary problems in current process of college English teaching. At present, students cannot distinguish the priority between study and life, without a clear goal and arrangement of their study schedules. They are sloppy and careless in study. Moreover, with the advancement and progress of science and technology, mobile phones as an essential tool for people has made a lot of students obsessed blindly, which extremely reduces their positivity and initiative in learning. Particularly in the classroom, tempted by mobile phones, with poor resistance, students are prone to playing mobile phones in class, which result in a severe decline in students' classroom efficiency. Teachers need to attach importance to students' use of mobile phones during class, which reduces the quality of teaching, slows down teaching progress and affects other students' concentration in class [7-8]. Furthermore, in the process of college English teaching, students with poor initiative would not review the content they have learned after class, nor will they preview the content of the next class. They are not able to control the time of break time and insufficient absorption of learned content also would lead to their dead zone in knowledge.

2.3 College English Teaching Model is Simple

The college English teaching mode is simple, which is also one of the factors affecting the quality of current teaching. Insufficient expansion and extension of knowledge outside the classroom makes students know little about English beyond textbooks and makes students feel incapable in practical English applications. In addition, limited by college English classrooms, students lack individuals to communicate with during the course, making the problems encountered by students not solved systematically. It is not feasible to rely merely on teachers to solve all problems because a large number of students in the class have much more problems. In the process of teaching, teachers can only systematically instruct and explain the confusing knowledge points and key difficulties as a whole. In this case, the students' passion for English learning will be obviously reduced. As the cultural globalization has continued to improve, under the background of educational globalization, China's English teaching in colleges and universities plays a very important role and undertakes great responsibility, which requires students not only to regard English as a subject, but also a language to study carefully. English as the universal language in today's world will become the cornerstone of friendly communication between Chinese students and foreign students. Therefore, in the future teaching, teachers should pay more attention to the application of English in real life, enhance students' initiative for English learning, and strengthen students' learning efficiency.

3. Solutions to College English Teaching Problems

Despite a lot of problems in the current college English teaching process, there will be a solution to each problem. Next, the author will elaborate on the specific solutions to each problem to demonstrate the research on the positioning of college English teaching. .

3.1. Confirm Students' Seat Number to Guarantee the Attendance Rate

To cope with the problem of low restriction on students in college English classes, teachers need to confirm the seat number of each student during the teaching process so as to guarantee the attendance. For example, it is necessary to confirm the seat number of each classmate at the start of the semester and give each student a fixed seat, so that students are required to be strictly follow the seat number, thereby reducing teacher's pressure of calling the roll and making teachers more familiar with students in each seat, that is, to gain a general understanding of the students in this course. This can reduce the students' truancy and reduce students' replacement. For students who skip classes or replace other students' classes, the teacher can distinguish accurately by above means. With a fixed seat, teachers can use WeChat applets, QR codes, and other methods to check in immediately during class to strengthen management. At the same time, teachers can arrange random quizzes in the classroom, which can further know students' knowledge mastery and guarantee students' attendance rate by collecting homework. This method can greatly improve students' attitudes towards English learning, greatly ensure their English learning time, and enhance students' English learning ability while removing students' fluke psychology of skipping classes. Furthermore, it can also greatly save teachers' time for calling the roll, improve teachers' teaching efficiency, guarantee students' learning progress, and fully ensure college English classroom teaching efficiency.

Adopting such measure to prevent students from truancy in the college English class can also confirm a precise positioning of the college English class to a certain extent, which not only guarantees that most students participate in college English courses, but also facilitates college English teaching in the 21st century. This can strengthen the requirements for all students, maximize the possibility of teaching with all students' participation, and attach importance to students' practical use and comprehension college English skills, so that their English level can reach a level in line with our daily lives.

3.2. Clear Grouping and Centralized Management are Required

In response to the problem of college students' poor initiative in learning, teachers can divide students into groups to strengthen the constraint on students and conduct centralized management. For example, in current college English teaching in the 21st century, a lot of discussion topics are provided at the end of each chapter in English textbooks. If students are divided into groups, they will be mobilized to be enthusiastic and will enjoy the process of group discussion, as well as the pleasure in this process, thereby achieving the goal of learning unitedly and cooperatively. During group discusses, the teacher can encourage each group to record the results of discussion in detail, and then a representative will be selected in each group to present their discussion results, elaborate their opinions. Different students should be selected as the speakers so that they are encouraged to fully participate in the discussion. This method can greatly lower the students' desire to play mobile phones, reduce the time spent on mobile phones, greatly enhance students' efficiency in class, and effectively improve students' overall learning level. Moreover, to make full use of after-class time, teachers can also assign review and preview tasks for each group to cut down students' knowledge dead zone, consolidate students' comprehension of the content in the previous class, and get well prepared for the next class. Such management measure can not only strengthen students' initiative in English learning, but also can enhance students' their competence of applying English in practical life.

Effective grouping of class students can help to achieve the positioning of college English teaching methods. In the process of learning in university, students often feel bored and uninterested in college English. However, teaching in groups cannot only make students feel less boredom but can also help them to use English in practice in the process of group discussions, which greatly improves the students' interest and positivity in English learning. Through the positioning of the college English group learning method, teachers can meet the basic requirement of internationalization in classroom teaching, and help students to develop the ability to use English flexibly and improve students' positivity in English in the future. In the end, such learning method

can help many students make like-minded friends and make progress together in collaboration.

3.3. Improve Teaching Model and Enhance Teaching Quality

The teaching model can be improved from two aspects: teaching content and teaching methods. Not limited to the textbook knowledge in teaching, teachers should make appropriate extension, such as adding intercultural communication, and conversation etiquette, which are practical and can also evoke students' enthusiasm for learning. Moreover, it is necessary to make good use of information technology as a teaching method to bring students a better classroom experience through video and pictures. In the meantime, teachers can display students' classwork through open discussion and exchange, and encourage students to complete classwork in the form of micro-film, recitation, and dubbing. By doing so, students can enhance their English listening and speaking capabilities comprehensively in practice, thereby facilitating their future cross-cultural communication.

4. Conclusion

As university teaching is developing under globalization, which sets higher requirements for students' learning capacity and the teaching level of teachers. On the one hand, students are required to strengthen their self-discipline and receive classroom education with a positive and careful attitude. On the other hand, teachers should also make efforts and take initiative to improve teaching model and stimulate students' enthusiasm and motivation to learn English learning through more diversified methods.

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