

A Study on Multi-Curriculum System in College English

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Abstract. Based on the school reality and students' needs, this study aims to form a "basic+advanced+personalized" multi-curriculum college English curriculum system according to the principle of "different English levels, different professional directions and different curriculum settings", which contributes to consolidating students' English foundation, meeting students' individualized development needs and improving their autonomous learning ability. After one year's teaching practice, remarkable results have been achieved in this teaching reform like higher pass rate of College English Band 4(CET-4) and their English level for postgraduate entrance examination by a set of measures: dividing the teaching objects into three layers, setting three categories of courses, setting scientific and reasonable teaching objectives respectively, developing and reorganizing online and offline teaching resources, adopting online and offline mixed teaching mode, implementing the three-stage teaching practice before class and after class, establishing and improving the evaluation method that considers both process assessment and summative assessment. And it will also have a positive impact on improving students' autonomous learning ability and their sustainable development.

Keywords: College English; Multi-curriculum system; Hierarchical and classification; CET-4

1. Introduction

In 2019, the Ministry of Education on deepening the teaching reform of undergraduate education to comprehensively improve the quality of talent cultivation proposed that it is necessary to actively develop "Internet-Plus Education", explore the new form of intelligent education, and promote the revolution of classroom teaching.[1] In 2020, the Guidelines for College English Teaching issued by the Ministry of Education also clearly emphasized that the college English courses in each university should be reasonably positioned to serve their objectives, the objectives of talent cultivation in the faculties, and the needs of students' personalized development. [2]

To continuously improve the English foundation, meet students' individualized development needs and improve their sustainable development ability, this study attempts to carry out hierarchical and classified teaching reform based on the current curriculum to improve college students' English learning efficiency and ability to better serve their development.

2. The research process

2.1 Outline of the Research

The overall research is divided into three types of curriculums: college English, college English extension course, and English for Postgraduate Entrance Examination and the research idea is shown in Fig. 1:

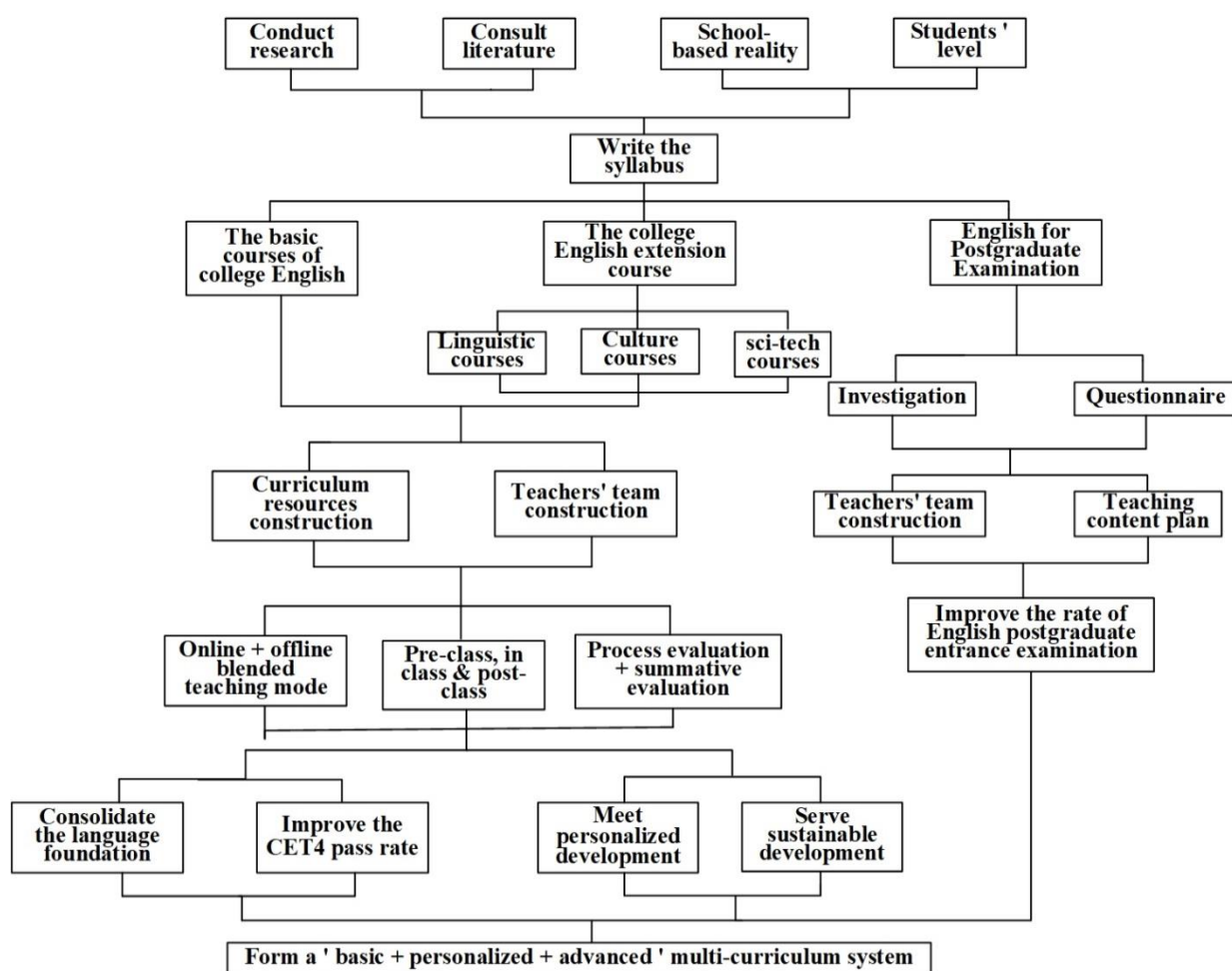


Figure1. Research idea

2.2 Main Research Content

In this research, students are divided into three stages of primary stage, improving stage and developmental stage with their corresponding courses, objectives, teaching resources, teaching modes and course evaluation modes to form a multi-curriculum system of college English.

2.2.1 Reform of Classified Courses

1) Revise the Curriculum of College English Courses

In line with the Party's education policy in the new era and the latest Guide to College English, we conducted in-depth research and exchanges to learn about the needs and suggestions for college English courses and revised the cultivation program of college English courses, which covers college English and 15 extension courses from three perspectives of language examination, Chinese and Western culture, and English language application by the basic principle of "different curriculum for different levels of English proficiency" and focusing on the development of students.

2) Developing and Reorganizing Diversified Online and Offline Teaching Resources

Writing the syllabus of each course. According to the requirements of the latest "Guidelines for the Construction of Civics and Politics in Higher Education Courses" and "College English Teaching Guide (2020 Edition)"[3], combined with the actual needs of the college, under the leadership of the teaching dean, the teachers of the course team of "high school and low title hand in hand" made group efforts and united co-operation to formulate a new syllabus for each course. The new syllabus of each course has established the teaching objectives of combining knowledge, ability, and quality, optimized the content, methods, and means of English teaching, and highlighted the importance of process evaluation.

We have built a digital application platform for teaching, learning, and management. To achieve the sharing of many types of resources and reflect the principles of student-centered and autonomous learning, in addition to drawing on the resources of Learning Pass, Mucous Class and

Microclass, we have incorporated the construction of the school-based resource base into the work plan of the curriculum and implemented it in parallel, introducing the three network platforms of U Campus (reading and writing), Walking with the Classroom (audio-visual and speaking) and Fif (practice and testing) respectively, and adopting a combination of self-built, co-built and introduced methods, to Taking the application as the lead, the first-line teachers with rich teaching experience and multimedia technology of the whole university organize the management, production and integration of dispersed teaching resources through the platforms, so as to achieve the "effective aggregation" of knowledge to meet the needs of students' autonomous learning, which greatly alleviates the problem of compression of the college English class time at present, and is a useful supplement to the offline classroom teaching. It is a useful supplement to offline classroom teaching.

Collective lesson planning, formation of teaching documents, and adjustment of teaching contents inside and outside the classroom. Based on the current textbooks and teaching objectives of the courses, we carry out regular, extensive, and in-depth collective lesson planning, share teaching documents, adjust teaching contents, discuss important and difficult teaching points, share, and exchange teaching methods and means, learn from each other's teaching methods and experiences, and form college English course lesson plans with our university's characteristics. In the design of extracurricular teaching content, we emphasize "creating learning content and methods that help students learn independently from the actual situation of students", and teachers provide appropriate learning guidance to students. Based on streamlining the content of autonomous learning on the platform, vocabulary and listening courses have been opened in advance, which are conducive to strengthening the basic skills of CET-4, and vocabulary punching cards and tests for CET-4 has been added, as well as the usual test and practice of listening for the unified requirements. At the same time, we have added special exercises for news listening, carried out long reading training in college English on a level-by-level basis, and continued to insist on monthly English examinations, etc., to guide the students to train their comprehensive ability to listen, speaking, reading, writing, and translating by their characteristics, levels, and time, and to further consolidate their English fundamentals.

3) Conduct of "online + offline" blended Teaching Mode

Online and offline blended teaching is multidimensional, a "multi-scene, multi-channel, diversified and multi-modal three-dimensional learning ecosystem" [4]. In the blended teaching mode, teachers can flexibly adjust the proportion of online and offline time according to the difficulty of knowledge goals. [5] It also reconstructs the learning process and teacher-student relationship, establishes a new classroom teaching ecology, and forms a teaching community. [6] Implementing the concept of "student as the main body", with the help of digital information technology such as Unipus, Welearn, and Fif platform, the blended teaching mode of "online + offline" is adopted to carry out teaching, as shown in Figure 2:

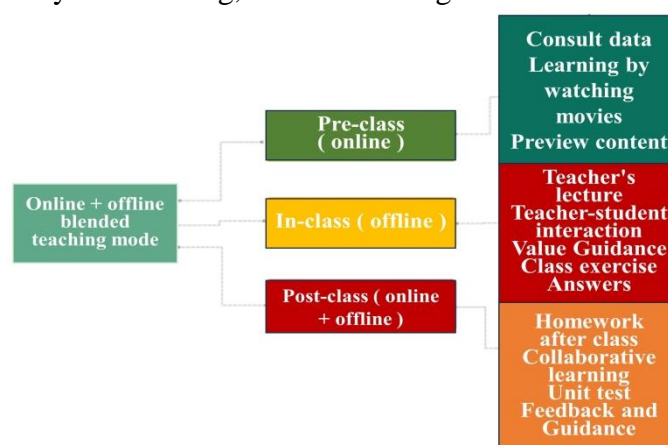


Figure 2. "Online + offline" blended teaching model

4) Implementation of 3 Teaching Practice Sessions

The teaching of the college English course is closely integrated with knowledge and ability through three sessions before, during, and after class, as is shown in Figure 3:

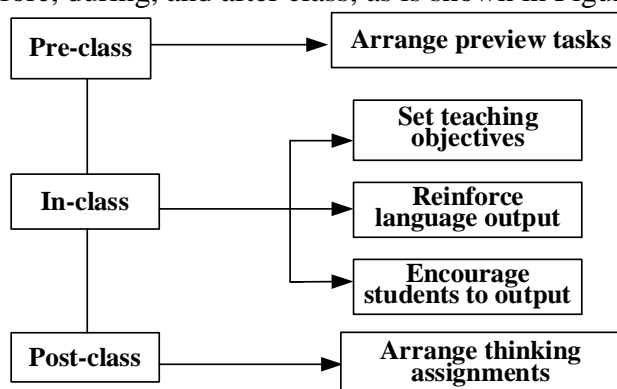


Fig. 3 Three sessions of teaching practice

5) Establishing a Sound and Diversified Course Assessment and Evaluation System

To ensure the objectivity, comprehensiveness, and comprehensiveness of the course assessment and evaluation, adopt diversified, multi-dimensional, and multi-body evaluation methods such as process evaluation and summative evaluation, in-class learning evaluation and out-of-class practice evaluation, teacher-student and student-student mutual evaluation, individual self-assessment, inter-group and intra-group mutual evaluation, group self-assessment, etc., and pay attention to value-added evaluation and the length of students' achievement and sense of acquisition, so as to form the diversified evaluation system of college English to realize multi-interaction between subjects and between subjects and environment [7][8].

2.2.2 Plan and Implementation of English for Postgraduate Examination

1) Formation of English for Postgraduate Examination Teachers Team. There are two senior associate professors, one teacher who has studied English for Examination and Research, and three teachers who have rich teaching experience and are keen on studying English for Examination and Research.

2) Lecture Plans and Overall Arrangements have been Formulated. To broaden the depth and breadth of undergraduate education and integrate the teaching resources of the college, we selected excellent teachers for all undergraduates and opened the English for Examination course for undergraduates who are keen to continue their studies or have the goal of further study outside the classroom.

3) Rational Planning and Teaching Practice. In the first round of the English for Examination in 2022, the team teachers gave full play to their collective strengths, quickly engaged in, in-depth study, efficiently analyzed the content and skills of the examination, grasped the key contents of the examination, and carried out reasonable planning.

3. Effectiveness of Research Results

After one year's systematic construction and implication of multi-curriculum system in college English, a "basic+ advanced +personalized" one, new progress has been made in all aspects of college English teaching resources, teaching practice and teaching effect as well.

(1) The most remarkable and direct effect is that the passing rate of CET-4 in this grade has been greatly improved, which is 8.18% higher than that of last year.

(2) With the help of the remedial classes for postgraduate entrance examination, the postgraduate entrance examination rate has also increased by about 3%, which is also inspiring for us.

(3) A significant increase in the number of research projects and research results of teaching reform is unprecedented, which is of far-reaching significance to the development and cultivation of students' urgently-needed English language proficiency and autonomous learning ability.

(4) We also found that the length of students' extracurricular autonomous learning has increased significantly ranging from tens of minutes to hundreds of minutes.

Obviously, the achievement of reform results is largely due to the reform of curriculum and effective implementation of all steps in the class.

4. Conclusion

The formation of multi-curriculum system in college English has laid a solid foundation for the hierarchical and classified teaching reform, which involves a wide range of students and has already achieved initial results. The aim of consolidating students' English foundation, improving their English pass rate and postgraduate entrance examination rate has been achieved by integrating the goal of knowledge, ability, and quality in each course with rich resources of college English courses online and offline, diversified teaching methods and diversified evaluation methods applied. Meanwhile, this system has far-reaching significance for further improving students' autonomous learning ability as well as sustainable development ability. Diversified English extension courses offered better meets students' individualized development needs. However, there are also some problems existed in the teaching practice, like the dissatisfactory effect of listening practice, therefore, we are expected to continuously explore effective ways to improve the imperfect aspect in practice.

Acknowledgments

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