

# Discussion of the Education of China's ESL Curriculum Based on the Foreign Language Education Policy of the United States

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## Abstract

**ESL is an English teaching course offered by English-speaking countries for non-English-speaking immigrants, international students and so on. Based on the relevant literature collection and on-the-spot investigation, this paper deeply analyzes the practice and successful experience of the ESL curriculum system in Utah State University in the United States in three aspects: teaching concept, curriculum setup and teacher building. On the basis of this, this paper puts forward some strategies to perfect the curriculum system of college English in China, combining with the students' needs, curriculum setup and the shortage of teachers in the curriculum system of college English in our country).**

## Keywords

**ESL; College English; Curriculum system.**

## 1. Introduction

ESL (English as a Second Language), is English as a second language. In the 1860s, the United States and Canada addressed all immigrants whose mother tongue was not English, in order to enable them to learn English as soon as possible, adapt to and integrate into their own lives. This language training course has been offered to improve the English application ability of non-native speakers. Subsequently, English-speaking countries such as the United Kingdom, Australia and other English-speaking countries have offered ESL courses to international students or new immigrants. ESL teaching has been greatly supported by the government and has been well developed, especially in the United States. The promulgation of the higher Education Act 1965 has brought epoch-making significance to American higher education, including the introduction of ESL teaching into American colleges and universities. Nowadays, ESL teaching in American colleges and universities has become a large-scale teaching program. According to the different levels of learners' English proficiency and the different needs of English, ESL curriculum forms and curriculum settings are different.

In 1999, the scholar Chang Hongmei mainly introduced the characteristics of ESL teaching in the United States and played a certain role in promoting the reform of college English teaching in China. Peng Wei (2009) analyzed the ESL teaching mode in the United States, emphasized the importance of student-centered teaching and computer-aided teaching in teaching, and put forward that the reform of college English in our country should carry on the change of thought and teaching methods. Liu Ming-Ming (2011) observed the teaching idea and mode of ESL course at the University of Wisconsin-Madison, and pointed out the orientation of teaching and people-oriented teaching. Learning ideas, professional teaching staff and high-quality teaching materials are the four main factors to ensure the success of English teaching. Liu Qian (2012), through the observation and analysis of the ESL curriculum in the School of language of the Welfare University of South Gali, USA, puts forward that the scaffolding teaching method should be adopted in the classroom teaching of our country. Although many scholars have studied ESL teaching in the United States, there is little introduction to the whole ESL curriculum system. College English teaching in China cannot copy all the ESL curriculum system in English-

speaking countries, so we should draw lessons from its strengths. To construct a college English curriculum system suitable for China.

## **2. Organization of the Text**

The ESL teaching of Utah State University is undertaken by the Intensive English Language Institute (IELI), and is a professor of academic English. The College of Intensive English was established in 1972, mainly for the international students in the school, the local students who are about to study in the mother tongue of the school as non-English, and the scholars and the international exchange students who are studying abroad to provide a systematic study course to improve the English ability. To enable them to adapt to the school's learning and local life as soon as possible. The author's ESL at the University of Utah in the United States On the basis of the curriculum, this paper introduces the characteristics of its ESL curriculum system in the aspects of teaching concept, curriculum setup and teacher construction.

### **2.1. Teaching ideas of the ESL Curriculum System at Utah State University in the United States**

It is the teaching idea that plays a guiding role in the course system. The teaching idea of ESL is based on the combination of the cognitive method and the communication method, emphasizes the main role of the students, and tries to create a good classroom teaching environment, to organize the activities, and to fully mobilize the enthusiasm of each student, so that each student can be put into various activities.

The ESL curriculum system of Utah State University in the United States always runs through this teaching concept. According to the students' English level, they carry out graded small class teaching, pay attention to students' individual differences, and design practical learning tasks. Encourage the construction and use of students' language knowledge, introduce culture to change the mode of thinking. ESL teaching at Utah State University in the United States is always committed to an open, supportive learning environment. Students can explore their personal interests, learn about decision-making and negotiation skills, and develop a sense of responsibility for learning. For example, IELI 1230 in the ESL Program system at Utah State University in the United States-InterliterationIn the discussion class, the teacher will design topics of interest to the students, organize students into groups or adopt a one-on-one approach with American undergraduate students, so that they can think and communicate with the language rules they have learned. Through such training, students' ability to express is improved. At the same time, the course provides students with tasks and challenges related to their academic goals, guiding them to continuously test and verify their knowledge.

### **2.2. Curriculum Development of the ESL Curriculum System at Utah State University in the United States**

The ESL curriculum at Utah State University in the United States is highly selective. Students are required to take a graded examination on the first day of each ESL course. The exam consists of five parts: listening, reading, grammar, words and composition. Although intensive English colleges are arranged according to students' total scores, they are graded to study. But if there is a low score in one aspect of the exam, the student can choose a lower level of the course. During the first week of study, the professor will observe the performance of the students. Students who are better at one aspect of the curriculum than other students in the same class can apply to the professor for a course at the level of Senior one. Curriculum acquisition By means of formative assessment, the final grade of students is a term of class participation, after-school homework and stage test synthesis.

### **2.3. The Construction of Teachers in the ESL Curriculum System of Utah State University in the United States**

The intensive College of English at Utah State University has seven full-time English teachers. They have deep research in ESL teaching and almost all have completed their master's degree in ESL, and two of them have doctorate degrees in educational technology. The college also regularly employs local people on related topics to participate in classroom activities. This ensures the reasonable construction of ESL curriculum system in terms of teaching idea, teaching goal, curriculum setting, teaching mode, classroom management, test evaluation, and so on. In the classroom teaching, the teacher follows the law of language learning, and will choose the way suitable for the students to learn to teach students' knowledge and teaching. Tell them how to use it. This teaching method inspires students to learn English better and ensures the effectiveness of classroom teaching. Through the four stages of ESL learning, students can basically solve their learning and life problems caused by English.

The intensive College of English at Utah State University in the United States has a sound teacher management system. At the beginning of August, the college holds a staff meeting to discuss the advantages and disadvantages of the IELI plan over the past year and propose amendments. The program includes teacher recruitment, ESL curriculum development, teaching equipment, administrative or financial competence, student services, program structure and time frame, student learning effectiveness and student complaints. At the same time, the intensive College of English conducts four IELI assessment programs per semester, mainly covering teachers' teaching and curriculum, students, exams, promotions and results, as well as evaluation Aspects such as the estimate plan itself. All this ensures the continuous improvement of the construction of the teachers' team.

### **3. Problems Existing in the Construction of College English Curriculum System in China**

The neglect of students' needs in Chinese English teaching is mainly reflected in the fact that students do not have the right to participate in the curriculum, and that the teaching content is mainly based on textbooks prescribed by the school, which is very repetitive with the English in junior and senior high schools. Students are not provided with real language materials.

There are some problems in the curriculum design of college English in China. It can be seen from the survey that the students attach importance to the curriculum system. The requirements for College English Curriculum Teaching stipulate that "the comprehensive application class, the language skill class, the language application class, and the language application class will be taken into account." The combination of compulsory courses and elective courses, such as language, culture and professional English, ensures that students at different levels are fully trained and improved in the application of English. However, the curriculum of college English in Chinese colleges and universities does not always follow this requirement. The first is that the setting of compulsory courses and elective courses is unreasonable. Compulsory courses are single, most of the elective courses are based on their own interests, scientific research direction from Line development, did not form a system, resulting in an imbalance in the allocation of elective courses and compulsory courses, as well as the duplication of the content of elective courses. Second, different colleges and universities do not accord with their own reality when choosing courses, and blindly open them, which not only results in the burden of students' professional learning in senior grades, but also leads to the teachers' unconfidence in their own teaching.

There is also a shortage of teachers. The survey shows that students' satisfaction with Chinese college English teachers is not high, although their evaluation of Chinese college English teachers is serious. The first is that the teachers have limited professional knowledge and lack

of inspiration in guiding students to learn English, and the other is the shortage of English teachers in colleges and universities, the lack of effective management mode, and the overwork of English teachers in general. A survey shows that more than 90% of college English teachers attend classes more than 10 hours a week, and most school teachers have an average of 16-20 hours per week. The teacher did not have enough time to teach himself Not enough to reflect on. As a result, the teaching quality of teachers is not high, and their scientific research ability is insufficient. The school does not evaluate teachers' teaching attitude, knowledge level, attendance, teaching effect and so on in every semester, and the way is single, and there is no corresponding incentive mechanism.

#### **4. Inspiraton from ESL Curriculum Syetem of Utah State University to the Construction of College English Curriculum System in China**

##### **4.1. Realizing the Concept of Student-Centered Teaching**

Students are the motivation for the activation of the college English curriculum system. Both classroom teaching and the construction of the whole curriculum system of ESL teaching in Utah State University in the United States are student-centered to meet the needs of students' English learning. Although our college English has been advocating this all the time, few of them have really come to fruition. Utah State University in the United States is worthy of learning in this respect. First of all, the content of classroom teaching should be in line with the actual needs of students. Colleges and universities can ask students and teachers for advice on setting up the curriculum content when constructing the university curriculum system, so as to avoid setting up some Useless hours and lessons. Similarly, after a period of time, students and teachers should be asked for feedback to improve the content of the curriculum. In the design, the required course hours of language knowledge can be properly compressed, the types and number of elective courses can be increased, and teaching can be carried out according to the students' specialties, interests and levels. Second, classroom teaching should also be truly student-centered. According to the implementation of small class system in ESL teaching class, teachers can fully understand the students' personality and learning status, pay attention to the students' needs of knowledge and emotion, and thus adjust the teaching tasks. This is also easy to carry out classroom activities, teachers can In order to organize classroom teaching by means of twinning activities, group discussions, free conversation and playing games, the students become the subject of language practice. The teacher gives the initiative to the student, the language skill and the thinking ability of the student can also be improved.

##### **4.2. Optimizing the Curriculum**

Curriculum setup is the core of the construction of college English curriculum system. The ESL curriculum system of Utah State University sets up courses according to the different stages of students' English level and students' needs. The contents of the curriculum are comprehensive and easy to link up properly, and the corresponding feedback is made on the curriculum design at the right time. This can be used for reference in the curriculum design of college English in China.

We should pay attention to the combination of compulsory courses and elective courses, perfect the curriculum setup of college English, and construct a four-year continuous curriculum system, which includes "quality-oriented elective courses of compulsory courses and improved elective courses" as one of the four-year continuous courses. "compulsory courses" are based on existing college English courses, mainly including audiovisual courses, oral English classes and reading, writing and translation courses; "quality-oriented limited-selection course" mainly focuses on quality-oriented education to improve students' cultural knowledge and comprehensive quality, including cultural contrast between China and the West, appreciation of masterpieces, cross-cultural communication and so on. "improved elective courses" mainly

focus on academic English training courses. Mainly include academic English communication, academic English reading, academic English writing and translation courses; The specialty-oriented elective courses are set up with the cooperation of the students' college to strengthen the construction of professional English and bilingual teaching courses. This curriculum system takes into account the English learning needs of students at different levels, and ensures the scientific construction of college English curriculum system at the basic stage and the improvement stage.

In order to stimulate students' interest in learning, colleges and universities should set out in accordance with the actual situation and combine the characteristics and development direction of the university in order to stimulate the students' interest in learning. In carrying out grading teaching, we should not only consider students' achievements, but also students' specialties and interests. Colleges and universities should consider their abilities and students' level when they carry out four years of continuous English learning. After measuring the students' ability level, the competent schools should confirm the feasibility of the four-year continuous English learning. In order to select the courses in the basic stage, we can compress the teaching cycle appropriately, enhance the teaching density, and combine with the corresponding autonomous learning; in the application, we can improve the teaching cycle. Courses should be offered in accordance with students' specialty, individual needs and teachers' teaching ability.

### **4.3. Strengthening the Construction of Teaching Staff**

Strengthening the construction of college English teachers in China is a powerful guarantee for the construction of college English curriculum system. Under the reasonable teaching plan, the English teachers of the intensive English School of Utah State University can not only finish the classroom teaching effectively, win the praise of the students, but also have enough time to enrich themselves and carry out scientific research. This has a great enlightening effect on the construction of college English in colleges and universities in China.

We should improve the shortage of college English teachers. College English teaching is faced with students of all levels in the university. As a result of year-on-year expansion of enrollment, the teacher-student ratio is seriously unbalanced, the workload of teachers is large, and the shortage of teachers is the primary problem in the major colleges and universities. One is to absorb graduates from well-known colleges and universities outside China; the other is to unite local colleges and universities to realize resource sharing.

Teachers should constantly improve their own professional quality. First, teachers should adhere to self-study and keep abreast of the frontiers of disciplines; second, schools should provide teachers with opportunities for further study in China on a regular basis; Third, it is necessary to encourage teachers to participate in academic conferences outside China, so as to further understand the new teaching theory and teaching methods, so as to change the traditional conservative teaching concept and develop the model of cultivating students' ability as the main body. Help students build confidence in learning English.

It is necessary to strengthen the construction of the management mechanism of teachers. According to the development of the school and the construction of college English curriculum system, we can set up reward and punishment mechanism, stimulate teachers' enthusiasm for work and change the single way of teacher evaluation, so as to further optimize the construction of teacher management.

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