

# A Survey of the Current Situation of College English Courses

**Jie Jin**

Tianjin Sino-German University of Applied Sciences, Tianjin 300350

---

**Abstract:** In order to better understand the design and implementation of college English courses, three non-English major undergraduates in a university were taken as the research objects, and their general views on college English courses were investigated through a questionnaire survey. It helps colleges and universities to find out the problems in college English curriculum setting in time, clarify the specific paths for the optimization and setting of follow-up courses, meet the diversified college English learning needs of students, and make college English courses conform to the development requirements of higher education in the new era.

**Keywords:** College English; Curriculum; Investigation of current situation; Optimized path

---

## **Fund Project:**

Teaching Quality and Teaching Reform Research Project of Tianjin Sino-German University of Applied Technology in 2023 “A Practical Research on College English Curriculum Teaching Reform under the Background of ‘Four New’ construction” (Project number: B2318).

The College English Teaching Guide (2020 edition) divides the teaching goals of college English into three levels: foundation, improvement and development. The teaching content includes three sections: general English, English for specific purposes and intercultural communication. The course types are set into three categories: compulsory, limited elective and optional elective. It provides scientific guidance for college English curriculum construction and teaching in the new era <sup>[1]</sup>. However, through the investigation of the current situation of college English courses, it is found that there are still some problems in the curriculum of college English in some colleges and universities, such as insufficient consideration of students’ learning needs and bias towards professional learning. Effective measures should be taken to improve the curriculum based on the actual situation, so as to promote students’ better learning and development.

## **1. A survey of the current situation of college English courses**

This survey takes 300 undergraduates of three non-English majors in a university as the research objects, and analyzes their views on the college English curriculum design and implementation through a questionnaire survey.

### **1.1 Purpose of college English learning**

The study aims of college English courses mainly include three options: improving language ability, passing CET-4 and CET-6, and increasing employment leverage. Among the 300 students who participated in this questionnaire survey, 200 chose to pass CET-4 and CET-6, accounting for 66.67%, indicating that students are more inclined to pass CET-4 and CET-6 when learning college English courses.

### **1.2 College English curriculum**

Through the survey of college English curriculum, this paper tries to understand students’ views on the current college English curriculum, including whether it is set according to the required elective categories and whether the curriculum reflects the general special differential options. There are 260 students who believe that college English courses are set according to compulsory elective categories, accounting for 86.67%, reflecting that there are still some shortcomings in the optimization of college English courses from

different purposes, which can not improve the scientific and fine level of college English courses, which is not conducive to students' targeted course learning.

### **1.3 English courses show professional characteristics**

According to the survey on whether college English courses reflect professional characteristics, 180 out of 300 students think that they do not fully reflect professional characteristics, that is, college English courses do not incorporate professional learning and future work development needs. In particular, in the learning of major-related English, it is necessary to optimize and improve the current college English courses from the perspective of showing professional characteristics [2].

### **1.4 What kinds of English electives I hope the school will offer**

In the questionnaire survey, the options of practical business English, academic English listening and speaking, English-Chinese comparison and translation, British and American film and culture, practical translation and writing, and cross-cultural communication were given to students to choose freely according to their own situations. The results showed that the number of students who chose practical translation and writing, cross-cultural communication, and British and American film and culture was the largest, accounting for 18%, 25% and 20% respectively.

## **2. College English curriculum optimization strategy**

### **2.1 Resetting the goals of college English courses**

Through the preliminary investigation, it is found that the main purpose of most students to learn college English courses is to pass CET-4 and CET-6. The single goal cannot promote the high-quality development of college English courses, so it is necessary to reset the goal of college English courses. First, investigate and understand the market demand for English talents. Before resetting the goals of college English courses, colleges and universities should have a comprehensive understanding of the real needs of English talents in various industries by arranging specialized personnel to conduct in-depth market research and mining data information by using information network technology. In the implementation, attention should be paid to the construction of the Belt and Road, the development of digital economy, international trade, etc. By grasping the requirements for the quality and ability of English talents in these fields, it can provide strong guidance for the construction and content optimization of college English courses. Second, set a variety of English teaching objectives. In addition to meeting the needs of students for CET-4 and CET-6, college English courses in the new era should also focus on the needs of English talents in the market to extend and expand English teaching objectives, including broadening students' thinking horizon, improving students' English listening and speaking ability, and promoting students' cross-cultural communication. Third, make clear the direction of college English curriculum optimization. After effectively grasping the goals of enhancing students' cross-cultural communication, broadening their minds and horizons, and participating in international competition, college English course teaching should find out the specific direction of college English course optimization and reform in the new era, and introduce some relevant knowledge and cultural content or set up some elective courses focusing on broadening students' thinking and horizon and developing students' cross-cultural communication ability. To enable students to achieve these goals through college English courses.

### **2.2 Construct a scientific and complete English curriculum system**

Although many colleges and universities have completed the effective construction of college English courses in strict accordance with the national promulgation system and requirements, there are still many shortcomings in the specific implementation process, such as the lack of different types of English courses combined with the learning needs of students in different professional fields, and the lack of development and design of special-purpose English learning courses. It is necessary to construct a scientific and complete college English curriculum system from the perspective of the whole, so that the diversified learning needs of students can be satisfied. First, different types of English courses, such as general and professional, are set up according to the needs of students in different majors and fields. Colleges and universities can first have an effective understanding of their own majors, and build a college English curriculum system for general, professional and extended classes based on the needs of current students who want to acquire more information and knowledge, develop their English listening, speaking, reading and writing ability, and improve their professional English level. Among them, general English courses include College English I, College English II, College English III, and College English IV. Since these courses are set up according to the basic to advanced stage, they can meet the different English learning needs of students. Professional English courses include secretarial English and Business English in literature and history; Science and technology English, IT English; Appreciation of English films and culture of English pop music, etc. Extended English courses include Academic English Listening and Speaking, English Translation Skills, Cross-cultural Communication and so on.

Second, three categories of compulsory courses, limited elective courses and optional elective courses are set [3]. After constructing different types of English courses according to the needs of students in different professional fields, colleges and universities should set the courses into three categories: compulsory courses, limited elective courses and optional elective courses according to their importance, and combine them with college English courses and students' majors to determine the types of college English courses. For IT majors, the compulsory English course is "Professional English", the limited elective courses are "Computer Professional English" and "IT Professional English", and the optional courses are "Cross-cultural Communication" and "Appreciation of Classic English Movies", which aim to develop students' basic English skills and improve their professional ability. Enable students to have research-oriented learning, develop personal interests and hobbies and other English qualities.

### **2.3 Pay attention to reflect the characteristics of students' learning majors**

The preliminary investigation found that the college English curriculum has not fully reflected the professional characteristics, so it is necessary for colleges and universities to deeply explore the professional characteristics and penetrate these contents into college English courses to improve their professional English ability and professional comprehensive quality. First, strengthen professional research and analysis. To ensure that college English courses reflect professional characteristics, colleges and universities must analyze the industry development, policies and measures, advanced technology, vocational positions, and ability requirements involved in the major, and comprehensively consider the optimization of college English courses from the perspective of reflecting professional characteristics. By reflecting the development of the profession corresponding to the industry, the use of advanced equipment and technology, the work scene and professional quality in college English courses, the connection between college English courses and professional teaching is more close. Second, optimize the content of English courses. Keep up with the pace of The Times, integrate the content related to the major into the college English course, in addition to paying close attention to the latest trends of the development of the industry, but also regularly optimize and update the relevant content, so as to ensure that the course reflects the content of The Times.

### **2.4 Actively promote personalized college English education**

College students have different demands for college English courses, so colleges and universities should actively promote the personalized development of college English education. On the one hand, colleges and universities can develop and design English courses for speaking, writing, translation and other special purposes according to the principle of "classified guidance and individualized teaching", so that students can choose to learn according to their own abilities, majors, interests and so on. We should also pay attention to combining English education with life to create a better language environment for students to learn. On the other hand, the effective use of the Internet, big data and other technologies to build online college English course resources database, support students directly through the online platform to search and learn the English course resources they want, effectively meet the personalized needs of students, to achieve the high-quality development of college English courses.

## **3. Conclusion**

To carry out the construction and teaching of college English courses in the new era, colleges and universities must grasp the real needs of students deeply, focus on the relevant norms and standards promulgated by the state, and optimize the setting of college English courses from the aspects of English education, professional teaching, social life, and meeting diverse needs, so as to ensure the effectiveness of college English curriculum reform.

## **References:**

- [1]Li Jia. Investigation and countermeasures of ideological and political situation in College English curriculum[J]. Literature and Education Materials,2022,(04):87-90.
- [2]Wu Junping, Luo Hong. A survey on ideological and political teaching of College English courses in vocational colleges [J]. English Abroad,2023,(08):232-234.
- [3]Liu Chun. Survey and Research on Demand Analysis of College English based on College English Teaching Guide (2020 Edition) [J]. English Plaza,2022,(31):114-116.

## **About the author:**

Jie Jin (1980-), female, native of Hui nationality, Tianjin, Associate professor, master candidate, Tianjin Sino-German University of Applied Sciences, research interests: English Language and Literature, Pedagogy.