

# Practical Exploration of Subject Integration and Interdisciplinary Teaching in College English Education

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**Abstract:** Subject integration and interdisciplinary teaching in college English education play an important role in improving students' English core quality, enhancing the effectiveness of curriculum collaborative education and improving students' language skills. This paper focuses on the subject of subject integration and interdisciplinary teaching in college English education, analyzes the necessity of subject integration and interdisciplinary teaching in college English education, and points out that the current practical difficulties of subject integration and interdisciplinary teaching in college English education are fuzzy target orientation, insufficient integration of teaching content and subject knowledge, lack of textbooks and one-sided content. In this regard, it is necessary to clarify the positioning of disciplinary integration and interdisciplinary teaching objectives, and form a knowledge system of disciplinary integration and interdisciplinary teaching, cultivate teachers' awareness of transformation and the quality of lifelong learning, improve teachers' ability of disciplinary integration and interdisciplinary teaching, attach importance to the compilation of interdisciplinary teaching materials and contextualized design, in order to cultivate more versatile talents.

**Keywords:** College English education; Discipline integration; Interdisciplinary teaching; Teacher

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## 1. Introduction

In the new era, high-quality economic and social development has put forward higher requirements for language talents. The talents needed for the high-quality development of economy and society should not only have strong language ability, but also have the ability to reserve complex knowledge. In recent years, many universities have focused on cultivating students' core competencies, adhering to the concept of disciplinary integration, and continuously strengthening disciplinary integration and interdisciplinary teaching, aiming to cultivate a group of international professionals and foreign language compound talents. However, it cannot be ignored that there are still some problems in the integration of subjects and the practice of interdisciplinary teaching in college English education. In order to promote the development of disciplinary integration and interdisciplinary teaching practice in college English education, this paper studies the necessity of disciplinary integration and interdisciplinary teaching in college English education, analyzes the difficulties faced in the implementation of disciplinary integration and interdisciplinary teaching in college English education, and discusses the optimal path for disciplinary integration and interdisciplinary teaching in college English education, so as to provide useful references for improving the quality of foreign language talent cultivation.

## 2. The necessity of subject integration and interdisciplinary teaching in college English education

On the one hand, in the context of the digital wave sweeping across the world, the widespread application of digital technology has led to profound changes in college English education, which has made the teaching concept, method and model of college English fully upgraded. In this context, English teaching is no longer limited to the traditional listening, speaking, reading and writing, but needs to keep up with the pace of the times and integrate modern elements such as multimedia and digitalization, strengthen disciplinary integration and interdisciplinary teaching, so as to help students communicate and interact in a simulated real language environment, cultivate students' cross-cultural communication ability, critical thinking and innovation ability. On the other hand, in the context of globalization and the "the Belt and Road" initiative, China has increasingly frequent exchanges and cooperation with

the world, and the demand for talents has expanded from a single language ability to multidisciplinary knowledge integration and innovation ability. Therefore, college English education must break down disciplinary barriers, achieve disciplinary integration and interdisciplinary teaching. Through subject integration and interdisciplinary teaching, teachers enable students to have access to a wider range of knowledge fields, cultivate their thinking in different subjects and problem-solving abilities, and thus meet the needs of the country and society for versatile talents.

### **3. The dilemma of discipline integration and interdisciplinary teaching practice in college English education**

#### **3.1 The target and positioning are relatively vague**

Currently, college English teachers can recognize the importance of disciplinary integration and interdisciplinary teaching from a macro perspective. However, when setting specific goals for subject integration and interdisciplinary teaching, some English teachers have not yet refined the target orientation to the specific ability and accomplishment that students should have. This makes it difficult for students to have a clear understanding of their learning direction and find a focus in actual learning. In addition, the academic circles have not formed a unified consensus on the core objectives of subject integration and interdisciplinary teaching, and often confuse it with the concepts of super-discipline and multi-discipline, which leads to the lack of pertinence and clarity in the process of designing teaching objectives. It should be pointed out that some universities and teachers set the goal too broad when carrying out disciplinary integration and interdisciplinary teaching, neglecting the cultivation of students' core abilities and literacy, which cannot achieve the expected teaching effect.

#### **3.2 The integration of disciplinary knowledge is relatively insufficient**

On the one hand, in the integration of subject knowledge and interdisciplinary teaching practice of college English, teachers are faced with the challenge of subject knowledge integration ability. Limited by personal professional background and lack of knowledge breadth, some college English teachers find it difficult to fully understand and effectively integrate interdisciplinary knowledge, which leads to bias or misunderstanding in teaching. The lack of teachers' knowledge integration ability makes it difficult for interdisciplinary subject learning to truly achieve deep integration, resulting in related interdisciplinary teaching activities often staying at the surface level, without touching on the internal connections and deep learning value between disciplines. On the other hand, some universities face the problem of scattered and disorderly integration of teaching content in the process of integrating disciplines and interdisciplinary teaching practices. Specifically, knowledge from different disciplines is simply pieced together, lacking inherent logic and coherence. This not only increases the learning burden of students, but also makes it difficult for students to form a complete knowledge system in the learning process.

#### **3.3 Lack of relevant textbooks and specific teaching scenario design**

On the one hand, the integration of disciplines and interdisciplinary teaching in college English aims to promote students to master interdisciplinary knowledge in the teaching process, in order to achieve comprehensive development of students, which cannot be separated from the strong support of relevant textbooks. However, currently, the integration of disciplines and interdisciplinary teaching in college English lacks a unified and systematic textbook that reflects the integration of multiple disciplines, which directly leads to the fragmentation of teaching content. Affected by this, teachers can only start from their own professional fields and piece together seemingly integrated and interdisciplinary teaching content, but it lacks depth and breadth, and it is difficult to form a complete knowledge system. The lack of textbooks makes it difficult for students to form a holistic understanding of interdisciplinary professional knowledge during the learning process, thereby limiting the improvement of their comprehensive literacy. On the other hand, the integration and interdisciplinary teaching of college English require breaking down disciplinary barriers and applying knowledge to practical situations, but the existing teaching content lacks real and specific teaching scenario design. This makes it difficult for students to connect the knowledge they learn in the classroom with real-life or work scenarios, reduces their interest and motivation in learning, and thus affects the cultivation of versatile talents.

### **4. The optimization path of subject integration and interdisciplinary teaching in college English education**

#### **4.1 Make clear the target orientation of subject integration and interdisciplinary teaching in college English education**

On the one hand,, when planning subject integration and interdisciplinary teaching in college English education, universities

should first clarify the macro-educational goals, such as cultivating students' comprehensive literacy and intercultural communication ability, and then refine the macro-goals into specific, actionable and measurable micro-goals. In other words, in the process of strengthening the integration of English with other subjects and interdisciplinary teaching, universities should clarify the specific goals such as core concepts, language skills and interdisciplinary thinking ability that students need to master. On the other hand, teachers should choose themes related to the subject integration and interdisciplinary teaching of college English, such as global environmental protection, technology and social development. On this basis, teachers should integrate the knowledge points and ability requirements of the intersection and integration of English and other related disciplines around the above themes, ensuring that teaching objectives reflect both the learning task requirements of English language and the learning requirements of interdisciplinary content.

#### **4.2 Improve the interdisciplinary teaching ability of English teachers**

Firstly, universities should encourage English teachers and non English major teachers to form interdisciplinary learning communities, regularly hold seminars to promote knowledge exchange and experience sharing. Teachers should strengthen the integration and cooperation between disciplines through the form of collective lesson preparation and joint teaching, so as to improve teachers' interdisciplinary teaching ability. Secondly, universities should develop personalized training plans according to the actual needs of teachers. The training content should cover theoretical knowledge, teaching methods, case analysis, etc. related to subject integration and interdisciplinary teaching in college English education, especially identifying the integration points between English and other subjects, and helping teachers master the core skills of subject integration and interdisciplinary teaching. Thirdly, universities need to establish a scientific evaluation system to comprehensively evaluate the ability and effect of English teachers' subject integration and interdisciplinary teaching. On this basis, universities should improve the reward mechanisms, commend and reward teachers who have demonstrated outstanding performance in the subject integration and interdisciplinary teaching of college English education, and stimulate their enthusiasm and creativity.

#### **4.3 Strengthen the compilation of interdisciplinary teaching materials and contextualized design**

On the one hand, relevant departments and universities should organize interdisciplinary expert teams to jointly develop a set of systematic and scientific college English textbooks according to the requirements of the new curriculum standards and the laws of students' physical and mental development. Teaching materials should integrate linguistics, literature, history, sociology and other multidisciplinary knowledge to form an organic whole. On the other hand, universities need to closely integrate real-life situations such as society, life, and practice when writing textbooks, guiding students to learn in simulated or real situations. For example, social hotspots, cultural phenomena, historical events, etc. can be selected as teaching cases. When conducting interdisciplinary teaching, college English teachers can cultivate students' ability to comprehensively apply interdisciplinary knowledge to solve practical problems through case analysis, role-playing, simulated debates, and other methods.

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