

Research on the Path of Innovation in University English Teaching and Learning Models under the Background of Internationalization

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Abstract: How to innovate university English teaching mode to improve teaching quality and international competitiveness is the core topic of this article. At the beginning, it summarizes the far-reaching influence of globalization on English education, highlights the key role of internationalization background, and analyzes many challenges currently faced by English education in universities. At the level of research methods, this article combs and summarizes the characteristics of the current university English teaching model and discusses the shortcomings of the traditional model in the process of internationalization. On this basis, innovative paths such as student-oriented teaching concept, cultivation of cross-cultural communication ability and online and offline teaching strategies are put forward. These innovative teaching modes can greatly stimulate students' enthusiasm for learning and improve teaching quality. The article also puts forward implementation strategies including teacher training, integration of instructional resources, optimization of curriculum setting, etc. to ensure the effective implementation of the new teaching mode, and puts forward corresponding safeguard measures to support the continuous innovation of the teaching mode.

1. Introduction

In today's world, the process of globalization is constantly advancing. As an international language, English is becoming more and more important [1]. It is not only a link of transnational communication, trade and cooperation, but also a bridge of communication between different cultures and countries. This trend poses a new challenge to English teaching [2]. It requires students not only to have a solid language foundation, but also to have the ability of cross-cultural communication and a broad international vision [3]. Under such an international background, the transformation of English teaching is imperative. It needs to change from the traditional mode to a more open, diversified and practical teaching direction.

At present, university English teaching faces many challenges [4]. On the one hand, students' demand for international communication is growing. They hope to seize more international opportunities through English learning. This requires that English teaching should not only impart language knowledge, but also focus on cultivating students' international literacy and cross-cultural ability [5]. On the other hand, the teaching contents and methods failed to keep pace with the times. The traditional English teaching model takes teachers as the center, pays attention to the instillation of grammar and vocabulary, and ignores the subjectivity of students [6]. This teaching mode is difficult to meet the needs of students' individualized learning, and it is also difficult to cultivate their critical thinking and innovative ability.

In view of this, it is particularly critical to explore the innovation of university English teaching mode to adapt to the international background. Innovative teaching mode is helpful to adapt to the development of globalization and improve the overall quality and effectiveness of English teaching. It can also enhance students' international competitiveness and let them show themselves more confidently on the international stage in the future. The main purpose of this study is to deeply analyze the current situation and challenges of university English teaching, and put forward

practical innovative strategies.

2. Current situation of university English teaching

In the current higher education environment, English teaching still maintains an ancient teacher-led pattern to a great extent [7]. Under this framework, the classroom has become the main place for teachers to teach grammar rules and vocabulary usage. Students are in a passive learning position. The course content mainly focuses on the teaching of language knowledge, but ignores the application and practice of language in real communication scenes. Although this teaching method helps students to build a solid language foundation, its disadvantages are gradually emerging in the wave of globalization. In the context of internationalization, the limitations of this traditional teaching mode are particularly obvious [8]. In today's world, it is not enough to master language skills. What is more important is to be able to adapt to and understand the communication under different cultural backgrounds. The traditional teaching model ignores this point, which leads students to encounter cultural barriers in international communication. In addition, this teaching mode is difficult to meet the needs of students' individualized learning [9]. Each student's learning style, interests and goals are different, but the traditional teaching model can't fully take care of each student's differences by adopting a "one size fits all" approach. In order to understand these problems more deeply, this article collected the feedback of 100 students and teachers on the existing teaching mode through questionnaires and interviews. The feedback survey results of university English teaching mode are shown in Table 1:

Table 1 Feedback Survey Results on English Teaching Modes in Universities (Students and Teachers)

Survey Item	Student Feedback (Number/Percentage)	Teacher Feedback (Number/Percentage)
Desire for more practical opportunities in English learning	81 students (81%)	Not applicable
Feel that there is too much theory and not enough practical application	15 students (15%)	Not applicable
Hope to learn more about world cultures through English learning	92 students (92%)	Not applicable, but teachers recognize the importance of this need
Believe that the current teaching mode does not meet individualized learning needs	69 students (69%)	20 teachers (100%)
Feel that the classroom lacks vitality and attraction	54 students (54%)	18 teachers (90%)
Teachers report that the traditional teaching mode limits instructional innovation	Not applicable	19 teachers (95%)
Students expect teachers to provide more content on cross-cultural communication	85 students (85%)	Teachers express willingness to add this content
Believe that the current English teaching mode has limited impact on enhancing international perspective	66 students (66%)	17 teachers (85%)
Overall satisfaction with the current teaching mode among students	Satisfied: 11 students (11%)	-
	Neutral: 41 students (41%)	-
	Dissatisfied: 48 students (48%)	-

The survey results show that many students expect to have more practical opportunities in English learning, not just theoretical learning. They are eager to learn more about world culture and

improve their international vision through English learning. Teachers also report that the traditional teaching mode limits their instructional innovation and makes the classroom lack vitality and attraction. These feedbacks further reveal many problems in university English teaching mode and provide an important reference for future teaching reform.

3. Innovation of English teaching mode under the background of internationalization

Driven by the tide of globalization, the innovation of English teaching mode has become an irreversible trend [10]. Under the background of internationalization, English teaching mode should be student-centered, emphasize students' dominant position, and focus on stimulating their interest and enthusiasm in learning. The cultivation of intercultural communicative competence has also been given unprecedented importance. Its purpose is to help students master language skills, at the same time, deeply understand cultural differences, broaden their international horizons and enhance their cross-cultural communication ability. The mixed teaching mode, which combines the advantages of physical classroom and network teaching, is also becoming the new favorite of education. It provides students with more flexible learning choices.

In the concrete practice of teaching mode innovation, a variety of effective strategies have been actively explored and applied. Project-based learning is a teaching mode that combines language knowledge with practical projects. It allows students to use what they have learned to practice their language skills in the process of completing specific projects. The flip classroom model subverts the traditional teaching process, encourages students to learn by themselves before class, and focuses on discussion, interaction and practice in class, which improves the accuracy and effectiveness of teaching. International cooperation courses jointly develop the course content by joining hands with overseas universities. This gives students the opportunity to study with students from different cultural backgrounds and experience the charm of cross-cultural communication. These innovative teaching models have many advantages. For example, they can stimulate students' interest in learning and improve their autonomous learning ability; Can enhance students' practical ability and cross-cultural communication ability; It can enrich teaching methods and improve the flexibility and diversity of teaching. When implementing these innovative models, we should pay attention to the integration and optimization of instructional resources to ensure that students can obtain sufficient learning resources and support. Furthermore, it is also necessary to strengthen the training and development of teachers and improve their instructional innovation ability and cross-cultural teaching literacy.

In order to integrate these innovative modes into the existing teaching system and realize the transformation and upgrading of the traditional teaching mode, we should gradually promote the teaching reform: making reasonable teaching plans and curriculum arrangements; Strengthen teaching management and evaluation to ensure teaching quality and effect; Actively strive for resources inside and outside the school to provide solid support for teaching reform. Using these measures, it is expected to gradually build an English teaching model that meets the needs of internationalization and contribute to the cultivation of outstanding talents with international competitiveness.

4. Implementation strategy and safeguard measures

In order to ensure the effective implementation of the new teaching mode, this section plans a set of detailed implementation strategies. In terms of teacher training, this article recognizes that teachers are the executors and promoters of teaching reform, so it is necessary to strengthen the training and development of teachers. Universities can plan to hold regular training, invite domestic and foreign experts to give lectures and impart advanced teaching concepts and technologies. In addition, teachers are encouraged to participate in international academic activities to broaden their horizons and integrate international teaching experience into daily teaching practice.

In the construction of educational resources, universities need to increase capital investment, upgrade teaching facilities and enrich teaching materials. This is dedicated to building a digital

teaching platform and providing diversified learning resources such as online courses, teaching videos and electronic textbooks to meet the individualized learning needs of students. Furthermore, universities should strengthen cooperation with overseas universities, introduce high-quality foreign textbooks and resources to enhance the internationalization and specialization of teaching. In terms of curriculum, the existing curriculum system will be optimized according to the international demand and innovative teaching mode. Universities should add cross-cultural communication, international perspective, and other related courses to cultivate students' international literacy and communication ability. They should implement flexible curriculum to meet students' different learning needs and interests. In order to ensure the sustainable development of innovative teaching mode, this section also puts forward a series of safeguard measures, as shown in Table 2:

Table 2 Safeguard Measures for the Sustained Development of Innovative Teaching Modes

Content of Safeguard Measures	Responsible Department/Personnel	Implementation Time/Cycle	Expected Outcome
Strengthen teacher training and development, regularly organize lectures by domestic and foreign experts	Academic Affairs Office/Teacher Training Department	Each semester/annually	Enhance teachers' innovative abilities and cross-cultural teaching skills
Encourage teachers to participate in international academic activities to broaden their horizons	College/Individual Teachers	Based on opportunities and needs	Integrate international teaching experience into daily teaching practice
Increase investment in education funds, upgrade teaching facilities, and enrich teaching materials	School Finance Department/Logistics Department	According to annual budget planning	Improve the quality of teaching environment and resources
Build a digital teaching platform to provide online courses, teaching videos, etc.	Information Technology Center/Academic Affairs Office	Progress according to project plans	Adapt to students' individualized learning needs
Strengthen cooperation with overseas institutions to introduce high-quality foreign textbooks and resources	International Cooperation and Exchange Office	Ongoing	Enhance the internationalization and professionalization of teaching
Optimize the existing curriculum system based on internationalization needs and innovative teaching modes	Academic Affairs Office/Various Teaching Departments	Assess and adjust each academic year	Make the curriculum system more aligned with internationalization needs
Add courses related to cross-cultural communication and international perspective	Academic Affairs Office/Various Teaching Departments	According to curriculum planning	Cultivate students' international literacy and communication abilities
Implement flexible course arrangements to meet students' different learning needs and interests	Academic Affairs Office/Various Teaching Departments	Adjust each semester	Improve students' learning enthusiasm and satisfaction

5. Conclusions

Facing the background of internationalization, the innovation of university English teaching mode has become an inevitable trend. This kind of innovation helps to improve students' language ability, and can also effectively expand their international vision and cross-cultural communication skills. Innovative methods such as student-centered teaching concept, combined online and offline mixed teaching mode, project-based learning and flipping classroom have shown great potential in practical application. This has greatly improved students' enthusiasm for learning and teaching

effectiveness. This study also points out that teachers' professional development, the improvement of instructional resources and the optimization of curriculum are indispensable elements in promoting innovative teaching mode. These aspects need full attention and input.

The development trend of university English teaching will be more international and individualized in the future. With the deepening of globalization, the role of English as a common language will become more prominent, and the diversified demand for English talents will also increase. University English teaching must keep pace with the times and constantly optimize the teaching mode to meet the needs of social development. To this end, this article puts forward the following suggestions: (1) Universities should strengthen the training of English teachers to enhance their international vision and instructional innovation ability. In order to provide a strong talent guarantee for the implementation of international teaching mode. (2) Universities should strengthen cooperation and exchanges with their international counterparts, introduce advanced teaching concepts and resources, and promote the internationalization of English teaching. (3) Universities should pay attention to the flexibility and diversity of curriculum, meet students' individualized learning needs, and cultivate their innovative and practical abilities.

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