

Research on English Intensive Course Model in Minority Preparatory Education

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Abstract—English teaching in Minority preparatory education is a special branch for the teaching model. This paper mainly focuses on the research of English intensive course model and teaching methods from the perspective of English intensive course setting in minority preparatory education. Taking English intensive course in Ethnic Minorities of Nanchang Institute of Science and Technology as an example, the paper emphasizes the analysis on the setting of English course model in minority preparatory English teaching.

Keywords—English teaching in minority preparatory education; English intensive course model; English teaching methods setting; teaching orientation

I. INTRODUCTION

Minority preparatory education is a special basic teaching field of higher education in China, and English teaching in preparatory education is a special branch of it. On the one hand, the preparatory English education is the basic language teaching which provides the foundation to the minority nationality which is relatively lagging behind and caters to the development trend of the education; on the other hand, the preparatory English education has made a great contribution to the transmission of comprehensive and high-level college students to colleges and universities on the basis of the cultivation of English for the students in minority areas.

However, due to the historical reasons and realistic teaching conditions in the places where the students are located in the minority areas, the preparatory students generally say that there are no good resources to learn English in their hometown, and that the English foundation of the preparatory students is generally weak, regardless of their pronunciation, listening, reading, writing, communicating with people, etc., so it is hard for the preparatory students to take their English classes and keep up with the normal classroom English teaching, which can easily lead to the difficulty, fatigue and even weariness while they are learning English. Those can lead to a passive learning attitude. In view of the particularity of preparatory English education, this paper, from the perspective of probing into the orientation of preparatory English course, makes a deep study of English curriculum setting and teaching orientation in the preparatory English teaching. By adjusting the orientation of the initial preparatory English

course, this paper aims to improve the incongruity between teaching and learning in the current English preparatory English teaching.

The main task of preparatory English teaching is to "train students to have a preliminary reading ability, lay the foundation for further learning in listening, reading, writing and speaking skills, so that students can smoothly enter the stage of specialized study, and Lay a good foundation for completing the teaching task of College English syllabus". Therefore, it is generally required that after one or two years of preparatory study, matriculation students can greatly improve their learning level in all aspects, and so is English. Among them, it is particularly important to teach students according to their aptitude. Taking the setting and teaching practice of English intensive reading in preparatory course in Nanchang Institute of Science and Technology as an example, this paper discusses the importance of setting up and teaching orientation of English intensive course in practical preparatory course.

II. THE CURRICULUM MODEL SETTING OF ENGLISH TEACHING IN PREPARATORY COURSES

The curriculum model design must meet the requirements of the training goal of learning teaching, which is an important part of the school curriculum planning according to the students' quality. Therefore, the curriculum should not only have a reasonable curriculum structure, that is, the coordination between the curriculums, but also include the contents of the perfect curriculum, and one of the characteristics is that it can fully meet the students' desire for knowledge.

This is exactly the case of the English curriculum and its orientation in the preparatory course. Hurst, a famous educator, believes that curriculum model design should include the following three aspects: clear and concrete curriculum objectives, curriculum contents which can fully reflect curriculum objectives and teaching methods that can arouse student' motivation. Based on these three aspects, the following studies mainly focus on the change of English teaching curriculum, taking the preparatory English intensive reading course in Nanchang Institute of Science and Technology as an example.

A. *Setting Specific and Concrete Curriculum Objectives*

During the years of English teaching for the preparatory education, according to the quality of the students, the English course in the college has been divided into English intensive reading, listening and speaking and writing. The average class hours of each week are four, two and one. The English intensive reading course, which accounts for the largest proportion, has been considered as the main course for teaching the contents of English language knowledge and applied skills, learning strategies and cross-cultural communication. A teaching system based on foreign language teaching theory. The purpose is to improve students' ability, vision, quality, interest in English, basic language knowledge and skills, and lay a good foundation for the sustainable development of learning in the future, which can finish the good docking with the college English intensive reading study.

Therefore, the main aim of English course for intensive reading in the College is to stimulate and cultivate the interest of prep students, especially the underachievers, in

English learning, they can be continue to gain a sense of achievement and satisfaction in their study, rather than a sense of frustration. First of all, it is necessary to reduce the difficulty of the contents in the class, and then the layered English teaching should been set up in the one-year English course. Secondly, students must acquire basic language knowledge and language communication skills in the course of one to two years of matriculation. Some matriculation students do have a good foundation of English, but a large proportion of students from relatively backward, remote minority areas are now in a "0" basic state because of their backward English learning conditions. For these students, the main curriculum goals tend to be "0" breakthrough. Thirdly, on the basis of the above analysis, people can achieve a good docking between intensive reading and intensive reading of college English. That is to say, people should also introduce the relevant materials of college English to the students in order to guide the students to take CET-4 and CET-6 as the direction of further learning. The specific and concrete curriculum can be shown in "Fig. 1".

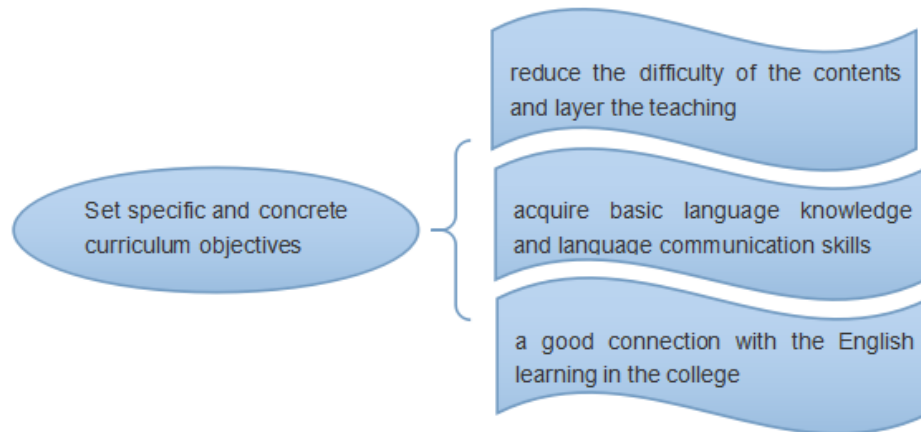


Fig. 1. The specific and concrete curriculum.

B. *Curriculum Content Can Be Fully Reflected with the Objectives of the Curriculum*

English intensive reading courses in the College of ethnic Education mainly focus on English language knowledge and applied skills, learning strategies and cross-cultural communication. Firstly, compared with the current English teaching in this year, English is just a course in the past, but now it is more inclined to the acquisition and application of a kind of language in the content setting of the course. Secondly, in the past, English teaching focused on the memory of words and the explanation of grammar as the main curriculum content, but now, focusing on the acquisition of basic language knowledge, students' subjective needs as the guide, and flexible adjustment of

teaching content. For example, this year, the college first regards English textbooks as the starting point, and adjusts the English teaching materials to a simpler basic preparatory English textbook according to the general English level of the students. Not only the traditional text, vocabulary, grammar, but also a lot of practical materials can be found to guide students to think and practice. Thirdly, in the current intensive reading of the text, it is no longer positioned to explain the words first, then to translate the text sentence by sentence, but to adjust the text as the language basis to learn in the typical sentence structures of the text, to supplement the new simple content of the same topic, and also to cater to the students' ideological category of English learning content, as shown in "Fig. 2".

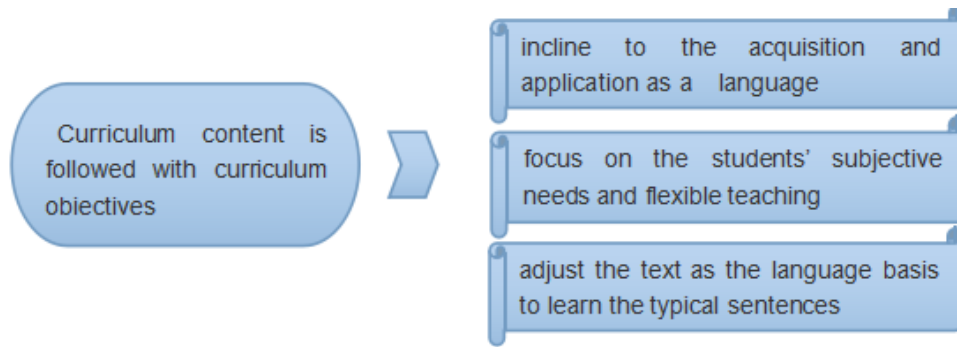


Fig. 2. The curriculum content and the objectives.

For example, in Unit 1, the main topic is objectives and foreign language learning, and then teachers should guide students to think the topic on English learning, and then list their learning motivation, which can help students to learn more relative words and sentences on the topic, such as, motivation, communicate with, be able to read and write, and so on.

C. The Teaching Method for Arousing Students' Motivation

There are many teaching methods in English classroom, such as grammatical translation, listening and speaking, direct, communicative, task-based, and content-based and so on. However, in the recent practical teaching, it is difficult for a single teaching method or two to achieve a good teaching effect in the process of English teaching in the preparatory class. First of all, the students in the preparatory class are complex, of course, the students have complex learning backgrounds, so it is very difficult to unify. This is even if the use of layered teaching, the teaching effect is not like overnight, and cannot achieve immediate results. They are not local students, who grow up in a similar vision, similar educational background, one teaching method in one class is not difficult. However, students from different nationalities and regions still need to have a certain time to run in with one teacher, and the preparatory school life is only a year or two, so it is not easy to have good teaching effect in a short time. However, with many years of teaching practice, it is found that different teaching methods should be

applied to different types of students in a class according to their aptitude.

For example, in some classes, some students are from Tibet and Xinjiang. Some of them are evasive. Because they cannot understand, they give up. They show up as sleeping (maybe staying up late at night), reading other books or absenteeism. For such students, they must firstly be layered to teach within the basic English teaching. If they can regain their self-confidence from simple English learning, they should adopt task-based teaching, grammar translation and interaction with students so that they can have a sense of existence and a sense of achievement in their study. There is also an active type, this kind of students tend to be in the middle level of English, if the teacher teaching lively, they are active in the classroom, if the teacher class is rigid, this kind of students are easily reduced to escape type. For this kind of students, teachers should give their best to stimulate students' motivation with new and interesting links, and give priority to communicative teaching method and encouragement in teaching. Praise is very useful to this kind of students; there is also a group of top students who belong to the preparatory school. Knowledge in the class is somewhat easier for them. Thus, for this kind of students, teachers should mainly guide and expand, encourage them to think, supplemented by extracurricular activities, and the classroom is dominated by methods such as communication, listening and speaking, etc. Criticism and praise pay equal attention, and the effect is quite good, as shown in "Fig. 3".

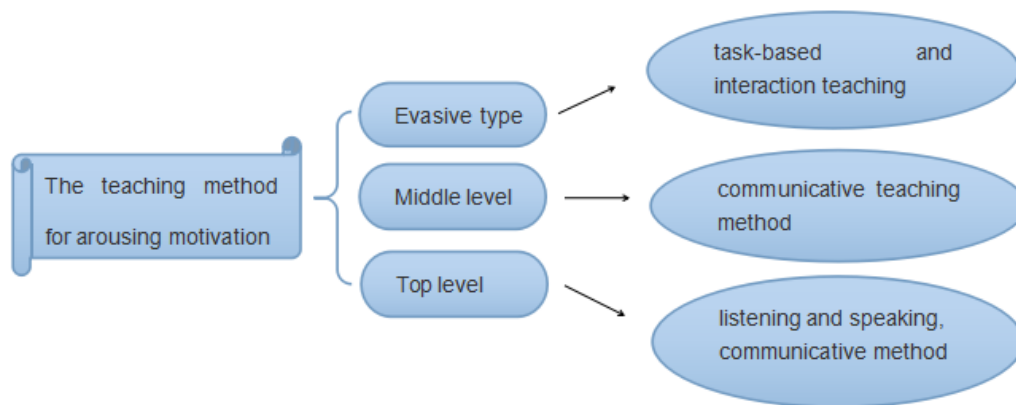


Fig. 3. The teaching method for arousing motivation.

III. TEACHING ORIENTATION OF ENGLISH COURSE IN PREPARATORY EDUCATION

There are different opinions on the orientation of teaching. Yang Yubao and other scholars have tried to explain "English teaching orientation": "English teaching orientation means that in the process of English teaching, the connotation of the main factors affecting English teaching is clear, and this connotation is the basis of teaching. In order to ensure the quality of English talents training, the teachers can organize and carry out teaching activities creatively in order to make the teaching full of vigor and vitality." "College English teaching in China should be oriented towards serving the internationalization of higher education," said Shu Dingfang. "College English teaching should still serve to train internationalized talents with an international perspective and a good understanding of international rules. It will lay a solid foundation for them to participate in international affairs and international competition in the future". Cai Jigang said, "From the test-oriented general English teaching orientation to the internationalized curriculum oriented academic English teaching." Wu Wenhua said, "College English teaching should be trained to meet the needs of the times and social development." Bu Aihua and other scholars put forward ten basic principles of the orientation of the preparatory course teaching, mainly aimed at the orientation of the course teaching. Qiao Xiang pointed out: the orientation of English teaching in preparatory courses is: the combination of "complement" and "preparatory".

IV. CONCLUSION

In a word, English teaching in preparatory courses should be based on the setting and orientation of English courses. It is different from the traditional English teaching in the past. Under the rationalization of curriculum objectives, course contents and teaching methods, it can be built with a targeted, Individualized English teaching according to students' aptitude. On the basis of the adjustment of English curriculum, this paper clarifies the curriculum objectives and enriches the contents of the curriculum so as to choose the teaching method suitable for the matriculation students, and the English teaching should be positioned at a more basic and practical level.

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