

Optimization of the "Comprehensive English" Curriculum System and Innovation of Teaching Modes for English Majors in the Context of Intelligentization

Xiaoxiao Liu, Yanrong Xie*

School of Foreign Languages, Guangzhou Nanfang College, Guangzhou, China
sherryxierong@foxmail.com

*Corresponding author

Abstract: With the advent of the intelligent era, the course "Comprehensive English" for English majors is facing many demands for reform. This article focuses on the optimization of the curriculum system and the innovation of teaching modes under the background of intelligence. Through in-depth analysis of the influence of intelligent technology on curriculum, based on the humanistic education concept, constructivist learning theory, and the theory of multiple intelligences, this article explores feasible optimization and innovation paths. It is found that although intelligentization has brought about changes in resources and methods, there are also problems, such as students' insufficient self-discipline and teachers' limited technical application skills. Based on this, this article puts forward specific strategies and paths from the following aspects: clarifying the curriculum objectives centered on the cultivation of humanistic literacy, optimizing the curriculum content, constructing a diversified curriculum structure, adjusting the curriculum assessment system, realizing personalized teaching by using intelligent tools, and carrying out interactive inquiry-based teaching. The purpose of this study is to improve the quality of teaching in the "Comprehensive English" course for English majors and to cultivate English professionals with a profound humanistic background and the ability to adapt to the needs of the times.

Keywords: Comprehensive English, Intelligentization, Curriculum Optimization, Teaching Modes, Constructivist Learning Theory

1. Introduction

With the rapid development of science and technology, the wave of intelligence is sweeping the field of education in an unprecedented way, with a profound impact on English major education [1]. The "Comprehensive English" course for English majors, as a core course, bears the heavy responsibility of cultivating students' comprehensive language use and humanistic qualities [2]. Against the background of intelligence, the development of this course is facing brand-new opportunities and challenges, so it is urgent to study the optimization of its curriculum system and the innovation of teaching modes.

For a long time, the traditional curriculum system and teaching modes of "Comprehensive English" for English majors have faced problems, such as a relatively fixed curriculum and simple teaching methods [3]. With the advent of the intelligent era, this situation needs to be changed urgently. Intelligent technology has brought abundant resources and various means to English education, such as online learning platforms, intelligent teaching software, and virtual language environments, which have provided technical support for the reform of the "Comprehensive English" course [4]. However, relying solely on intelligent technology cannot fully achieve course optimization and teaching innovation. In English major education, humanities education is very important [5]. English is not only a tool for communication, but also a carrier of culture. English major education should devote itself to cultivating talents with a profound humanistic background, intercultural communication ability, and critical thinking [6]. Therefore, under the background of intelligence, how to organically integrate intelligent technology with humanistic education has become the key to the optimization of the "Comprehensive English" curriculum system and the innovation of teaching modes.

This study aims to conduct an in-depth analysis of the multifaceted impacts of intelligentization on the "Comprehensive English" curriculum for English majors and to explore effective pathways for

optimizing the curriculum system and innovating teaching modes, guided by the philosophy of humanistic education. The findings are intended to provide theoretical support and practical references for enhancing the quality of English major education and cultivating English professionals capable of meeting contemporary demands.

2. The Influence of Intelligentization on the Course of "Comprehensive English"

Intelligent technology has brought all-around changes to the course "Comprehensive English" for English majors. In terms of teaching content, traditional textbooks are no longer the only source of knowledge. Rich network resources make the teaching content more diverse, and current news and cutting-edge research results can be quickly integrated into the classroom [7]. However, this also places higher demands on teachers' ability to screen and integrate content.

In terms of teaching methods, intelligentization has broken through the time and space limitations of traditional classrooms. Mixed online and offline teaching modes are gradually becoming more popular; students can learn independently through online platforms, and teachers use intelligent software for personalized counseling [8]. However, some less self-disciplined students rely much on intelligent tools, which affects their independent thinking ability.

Intelligent technology builds a brand-new learning environment while virtual language scenarios provide students with authentic language practice opportunities. However, there exist differences between the virtual environment and the real world. Therefore, it may be difficult for students to effectively transfer their language skills to real-life communication [9]. Intelligentization has also changed students' study habits, making them more inclined to fragmented learning, which is not conducive to the construction of their knowledge system. Teachers' teaching role has also changed from a knowledge giver to a learning guide, but some teachers lack sufficient ability to apply new technologies in their teaching practice, which hinders the reform of teaching mode.

3. Theoretical bases for optimizing the curriculum system of "Comprehensive English"

Against the background of intelligence, the optimization of the "Comprehensive English" curriculum system needs to rely on a solid theoretical foundation. The concept of humanistic education emphasizes the cultivation of individuals with all-round development and attaches importance to the exploration of students' spiritual world, as well as the fostering of their cultural literacy. English major is the forefront of cultural exchange and communication. Teachers should integrate humanistic education into the course "Comprehensive English" so that students can not only master language skills but also understand the cultural connotations embedded in language and enhance their humanistic qualities.

Constructivist Learning Theory posits that learners acquire knowledge through the construction of meaning within specific contexts, supported by others and appropriate learning resources. In an intelligent environment, students can actively explore knowledge through rich network resources and interactive platforms [10]. Correspondingly, teachers should create suitable learning situations and guide students to build a knowledge system in interaction with the environment.

Table 1: Correspondence Table between Multiple Intelligences and Course Content

Course Content	Primary Intelligences Cultivated	Specific Cultivation Directions
Reading and Writing	Linguistic Intelligence	Vocabulary application, grammar mastery, logical expression
Cultural Comparison Activities	Spatial Intelligence, Interpersonal Intelligence	Cultural spatial perception, cross-cultural communication skills
Language Games, Rhythm Exercises	Musical Intelligence	Pronunciation and intonation control, language rhythm sense
Scenario-based Dialogue Simulations	Interpersonal Intelligence, Linguistic Intelligence	Communication and collaboration abilities, oral expression skills
Creative Writing Tasks	Linguistic Intelligence, Logical-Mathematical Intelligence	Innovative thinking, textual logic construction

The Theory of Multiple Intelligences points out that every individual possesses a set of multiple intelligences with distinct combinations and manifestations [11]. The goal and content settings of the "Comprehensive English" course should fully consider the development of students' multiple

intelligences. In Table 1, reading and writing focus on developing students' language intelligence. Cultural contrast activities help to improve students' spatial intelligence and interpersonal intelligence; Language games and prosody exercises can train students' musical intelligence. According to this theory, teachers teach students in accordance with their aptitude, design diversified teaching activities, meet the needs of different students' intelligence development, optimize the curriculum system, and let each student give full play to their superior intelligence in "Comprehensive English" learning to achieve all-around development.

4. Optimization Strategies for the "Comprehensive English" Curriculum System

In the era of intelligence, it is imperative to optimize the curriculum system of "Comprehensive English" for English majors. This optimization process needs to be carried out around the curriculum objectives, content, structure and assessment system, aiming at better adapting to the development needs of the times and meeting the learning needs of students.

It is very important to define the curriculum objectives with the cultivation of humanistic literacy as the core. "Comprehensive English" course should not only focus on language knowledge and skills, but also focus on cultivating students' solid humanistic foundation, cross-cultural communication ability and critical thinking skills. By guiding students to conduct in-depth exploration of the culture, history, and social phenomena of English-speaking countries, it can effectively enhance their cultural understanding and intercultural tolerance. While integrating intelligent elements into the teaching process, it highlights humanistic connotation. On the one hand, with the support of intelligent resources, teaching materials are updated in time, for example, by incorporating international cutting-edge academic achievements and current affairs reports. On the other hand, by engaging in cultural values embedded in language, students not only develop strong language skills but also gain deeper cultural insight.

It is also necessary to construct a diversified curriculum structure. Teachers should set up different types of curriculum modules according to students' individual differences and learning needs. As shown in Table 2 below, the basic language skills module is designed to build a solid foundation for advanced learning; The expansion and promotion module broadens students' knowledge through lectures, academic seminars and other forms; The practical application module improves students' language skills by simulating business negotiation and cultural exchange activities.

Table 2: Course Structure Table under the Context of Intelligence Integration

Course Module	Specific Content	Teaching Objectives	Applicable Student Levels
Basic Language Skills Module	Vocabulary, grammar, and foundational training in listening, speaking, reading, and writing	Solidify students' language foundations, enabling them to possess strong language fundamentals	Students with weak foundations
Expansion and Enhancement Module	Specialized lectures (e.g., on cultures of English-speaking countries, language and thinking), and academic seminars	Broaden students' knowledge horizons, cultivate their critical thinking and academic literacy	Students with a certain foundation
Practical Application Module	Simulated business negotiations, cultural exchange activities, and translation practices	Enhance students' language application abilities in real-world scenarios, and strengthen cross-cultural communication skills	Students with a relatively high foundation
Individualized Tutoring Module	Specialized tutoring targeting students' weaknesses	Address individual students' knowledge gaps	Students at all levels with specific needs

The curriculum system should abandon the traditional single examination assessment model, build a diversified assessment mechanism, emphasize process assessment, and use intelligent tools to record students' online learning behavior and classroom participation. Teachers can comprehensively evaluate students' knowledge acquisition and ability development in combination with summative assessment results.

5. Innovation Path of "Comprehensive English" Teaching Modes

In the intelligent era, the innovation of the "Comprehensive English" teaching modes is the key to improve teaching quality and cultivate English professionals who meet the needs of the times. Using intelligent tools to realize personalized teaching can meet the learning needs of different students. Intelligent teaching software can generate personalized learning paths based on students' learning progress and mastery of knowledge. With these tools, teachers can gain insights into each student's learning characteristics and provide personalized guidance.

Interactive, inquiry-based teaching on an intelligent platform can stimulate students' learning initiative. Teachers can initiate topic discussions, group projects and other activities on the platform. An online discussion can be organized around a theme like "cultural metaphors in English literary works," facilitating the exchange of ideas and enabling students to deepen their comprehension through articulated expression. In group projects, students complete data collection, analysis and report writing through online collaboration. As shown in Table 3 below, teachers design different project themes and task requirements to engage students in learning.

Table 3: Interactive Inquiry-Based Teaching Activities Table

Project Theme	Task Requirements	Expected Outcomes	Activity Time Arrangement
Research on Festival Cultures in English-Speaking Countries	Group students to collect festival materials from different English-speaking countries, analyze their cultural connotations and evolution, and create PPT presentations	Develop a systematic understanding of festival cultures in English-speaking countries, enhance data integration and presentation skills	2 weeks, including 1 week for data collection and 1 week for presentation and reporting
Analysis of Linguistic Features in Contemporary English News	Select recent English news reports, analyze vocabulary, grammar, and expression characteristics, and write analytical reports	Improve understanding of current affairs English, enhance language analysis abilities	1.5 weeks, including 1 week for analysis and writing and 0.5 week for reporting and communication
In-Depth Analysis of Characters in English Literary Works	Group students to read classic English literary works, analyze character personality formation and development, and conduct group debates	Deepen understanding of literary works, enhance critical thinking and debate abilities	3 weeks, including 2 weeks for reading and 1 week for debate

The innovation of the "Comprehensive English" teaching modes also includes improving students' intercultural communication competence and humanistic literacy through intelligent resources. Using virtual and augmented reality technologies, teachers can create immersive cross-cultural communication scenarios, allowing students to experience diverse cultural atmospheres and engage in simulated communication. In addition, online cultural resources enable students to gain a deep understanding of the societies, histories, and cultures of English-speaking countries.

What's more, implementing innovative teaching modes requires a series of supporting measures. On the part of schools, they should strengthen the construction of intelligent teaching infrastructure to ensure a smooth network and reliable platforms. Meanwhile, they should establish a teaching feedback mechanism that helps solicit and address students' feedback on teaching modes, ultimately better serve the teaching of the course "Comprehensive English" and improve students' comprehensive quality. Teachers are expected to make full use of information technology and various intelligent tools to deliver instruction.

6. Conclusions

In the wave of intelligence, the optimization and innovation of the "Comprehensive English" course for English majors is of great significance. Based on these two theories of Constructivist Learning and Multiple Intelligences, this study starts with the influence of intelligentization on the course, further puts forward the optimization strategies of the curriculum system, and the innovation path of teaching modes.

Regarding curriculum system optimization, a curriculum goal with humanistic literacy as its core will

enable students not only to master language skills but also to enhance cultural literacy and critical thinking. Schools and teachers can collaborate to optimize course content -- integrating intelligent resources and humanistic elements and enriching teaching materials, and construct a diversified curriculum structure to meet the needs of different students. This system is designed to cultivate students' ability through basic language skills, expansion, enhancement and practical application modules. Meanwhile, teachers need to adjust the curriculum assessment model, establish a diversified assessment mechanism, attach importance to the combination of process and result, and evaluate students' overall development.

In the innovation of teaching modes, teachers are expected to use intelligent tools to deliver personalized instruction and provide targeted guidance tailored to students' characteristics. Interactive and inquiry-based teaching via intelligent platforms can stimulate students' initiative, and improve their cooperation and inquiry abilities by setting different project themes and tasks. Moreover, teachers use intelligent resources to create cross-cultural scenarios and cultivate students' cross-cultural communication competence and humanistic literacy. In the future, we should continually improve the supporting measures for this course and consolidate its innovation achievements, hoping that the course of "Comprehensive English" can better play its role in cultivating English professionals and contribute to the development of English education in the context of intelligence.

References

- [1] Mo Junhua, Bi Peng. *Exploring the TLR Teaching Model for Ideological and Political Education in English Major Courses: A Case Study of the Comprehensive English Course*[J]. *Foreign Languages Research*, 2023, 40(2): 62-66.
- [2] Yao Pengfei, Wang Yong. *Research and Practice on the Construction of General Academic English Courses: A Case Study of Comprehensive Academic English at Shanghai University of International Business and Economics*[J]. *Foreign Language Teaching Theory and Practice*, 2020, (03): 46-52+97.
- [3] Yao Chenghe, Wang Shouren. *Competency-Based English Curriculum Teaching in Basic Education*[J]. *Foreign Language Teaching Theory and Practice*, 2023, (06): 42-50+98.
- [4] Cheng Jingyan. *A Comprehensive Evaluation Study of the College English Curriculum System Based on the OBE Concept*[J]. *Journal of Foreign Languages and Cultures*, 2023, 39(05): 154-162.
- [5] Liang Hong. *Reconstruction and Implementation Strategies of the Public English Curriculum System for Postgraduates under the "Double First-Class" Initiative*[J]. *Heilongjiang Research on Higher Education*, 2021, 039(003): 103-108.
- [6] Zheng Yimei. *Exploring the Construction of a College English Teaching Model for Tea Science Majors Based on the Blended "Golden Course" Concept*[J]. *Tea in Fujian*, 2020, 42(9): 173-174.
- [7] Li Shaozhong, Chu Tianqi. *Research on Optimization Paths for Foreign Language Teaching Quality Assurance Systems from the Perspective of Teacher Development*[J]. *Education Review*, 2020(1): 131-134.
- [8] Cao Lan, Xiao Guilan, Li Xiaoxiang. *Research on the Construction of English School-Based Curriculum Systems in Higher Vocational Colleges*[J]. *Foreign Languages Research*, 2022, 39(4): 48-52.
- [9] Hu Liang, Jiang Qingsheng, Wang Chunlei. *Research on the Construction of Individual Learner Discourse Systems in College English Teaching*[J]. *Heilongjiang Research on Higher Education*, 2020, 38(03): 144-147.
- [10] Chen Yongmei. *Constructing a Market Demand-Oriented Specialized Curriculum System for Business English in Higher Vocational Colleges from the Perspective of Tea Culture*[J]. *Tea in Fujian*, 2021, 43(05): 102-103.
- [11] H. Gardner. *Frames of mind: The theory of multiple intelligences (3rd ed.)*. New York, NY: Basic Books. 2011. p. 15.