

# The Construction of College English Follow-up Courses Based on the Supra-disciplinary Theory

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**ABSTRACT.** *The follow-up course of college English is an important subject in the College English reform. The supra-disciplinary perspective provides a practical solution to the current predicament of college English teaching. It is helpful in the aspects of transdisciplinary curriculum group, course mode, the teaching model, the evaluation system, the supra-disciplinary faculty.*

**KEYWORDS:** *Supra-discipline; Evaluation model; Curriculum group*

## 1. Introduction

College English Curriculum Requirements issued in 2017 is the basis for a new round of college English curriculum reform, construction and evaluation. It proposes that college English consists of three courses: general English, specialized English and intercultural communication. General English is an English course offered at the basic stage of college, and the follow-up course is an improvement course based on college English (Sun Jianguang, 2014). In fact, college English follow-up courses have been officially included in the college English curriculum system in many colleges and universities. Since 2001, Tsinghua university has not only offered basic college English courses for freshmen, but also offered such courses as writing, translation and oral English. East China Jiaotong University has also implemented a modular college English follow-up course. However, there are still some problems in the follow-up courses of college English, such as the backward construction of teaching materials, the weak faculty, the unreasonable evaluation system, and the lack of attention paid to the setting of follow-up courses.

The supra-discipline is not only a simple superposition or mixing of the information of all disciplines and a sum of all parts, but a synergistic and overall effect (Sun Jianguang, 2014). In the educational reform, educational researchers need to break the traditional habit, go beyond the research methods of the subject, and deeply explore the new perspective of the research. Therefore, based on the interdisciplinary theory, this paper constructs a systematic, scientific and personalized college English follow-up curriculum system to meet students' needs for language learning and the country's need for talent training.

## 2. College English Follow-up Course System Construction

### 2.1 Setting of Supra-disciplinary Curriculum Groups

The "trinity system" embedded dynamic superdisciplinary curriculum group, namely three dominant courses and one recessive course, is set up for the development of students' personality. It should establish a multidisciplinary curriculum group integrating English with other disciplines such as literature, science and technology, culture, society, education, etc. The curriculum group structure framework is divided into four levels: the main course, the wide area course, the theme course and the invisible course.

The main course is college English. The construction of the follow-up curriculum groups should be based on the teaching setup of college English and take into account the relationship between language teaching and other subjects, with overall coordination and vertical inheritance. Wide-area curriculum is a diversified creative curriculum integrating students' experience, problems, activities and other logic (Liang Liwen, 2017). It constitutes the horizontal connection of the supra-disciplinary language curriculum group. Integration can take place at the level of knowledge application, discipline literacy, and language application in discipline education, etc. The purpose is to enable students to comprehensively utilize the knowledge they have learned, fully stimulate their potential and cultivate their interest in learning. The main courses, wide area courses and theme courses are developed dynamically from easy to difficult, which are suitable for students at different levels and

stages of different colleges. Invisible curriculum refers to students' informal learning in school or social relations. It exerts a subtle influence on students through the beautiful environment arrangement, rich in-class and out-of-class activities, and teachers' elegant language attitude. The setting of supradisciplinary curriculum groups can meet the different needs of students at different levels, so that students can have more choices, fully guarantee students' learning enthusiasm and initiative, and improve the quality and teaching effect of college English teaching.

## ***2.2 Four Years of Continuous College English Teaching Mode***

The so-called four years of continuous teaching of college English refers to the four years of college students through traditional classroom teaching and online learning, to achieve uninterrupted English learning. Therefore, college English should adjust and revise the teaching plan and syllabus in a timely manner, and compress the main courses into one semester each. The third and fourth semesters are for wide area courses. The fifth and eighth semesters are for thematic courses, and the fourth academic year is for thematic courses of college English, with the help of online teaching. Students complete the basic study of college English and obtain corresponding credits. In addition to the first and second semesters of the main courses, students are no longer required to study a certain course, but the implementation of menu elective courses. According to the teaching plan, from the third semester to the eighth semester, college English teachers will offer a sufficient number of wide area courses and theme courses, and students can freely choose college English courses according to their own English level, professional characteristics, future needs and other factors (Zhang Juwu, 2018).

## ***2.3 Adoption of a Variety of Teaching Models***

Due to the large number of students, the communication between teachers and students become difficulty. College English courses only pay attention to classroom teaching and students' language environment is relatively simple. Therefore, in order to break this pattern, it is necessary to adjust the single teaching mode and develop diversified teaching modes, so that students can walk into life, truly practice and apply what they have learned, and inject new vitality into college English. The teaching methods of college English follow-up courses should not completely copy the basic courses of college English, but should explore new teaching methods according to the characteristics of various follow-up courses. The design of the teaching mode of college English follow-up course must take students as the main body, attach importance to the participation of students in teaching, and pay attention to the rational use of inquiry, task and interaction modes. Different teaching methods should be adopted for different courses. Language skill courses are taught in a hierarchical manner, so as to cultivate students with different goals. For special-purpose English courses such as business English and medical English, a content-based teaching or case teaching model can be implemented. Language and culture courses, such as intercultural communication, can adopt an interactive teaching method, through enlightening, guiding, discussing, debating and watching movies and TV shows, to form the interaction and two-way communication between teachers and students, so that students can experience the cultural differences of different countries. Professional English courses should combine theory with practice, highlight practicality and operability, and explore the teaching mode combining in-class guidance with extracurricular practice (Li Huimin, 2013).

## ***2.4 Building of a Scientific and Effective "1+2" Evaluation System***

To construct a scientific and effective "1+2" evaluation system, which is mainly based on performance evaluation, supplemented by process evaluation and summative evaluation. Performance evaluation refers to the evaluation of students' achievements in completing practical tasks. It not only evaluates students' knowledge and skills, but more importantly, evaluates students' development in innovation, practice, cooperation, positive attitude and scientific values. Process evaluation focuses on the intellectual development of students in the teaching process, and makes a judgment on the learning quality of students, so as to affirm the achievements and find out the problems. Summative evaluation refers to the evaluation of students' learning and teachers' teaching results after the completion of teaching activities, the evaluation of whether students' studies have finally met the requirements of teaching objectives of various subjects, and the evaluation of the effect of the whole teaching activities (Weina, 2014).

Performance evaluation, process evaluation and summative evaluation are also factors that influence the teaching effect. The scientific and systematic teaching evaluation system can timely and accurately feedback the teaching effect, effectively help the teachers to grasp the students' learning status, improve the teaching methods and improve the teaching quality according to the problems.

### **2.5 Construction of a Supra-disciplinary Faculty Team**

The construction of teachers is another key factor affecting the success or failure of subsequent English courses. Compared with the basic stage of English teaching, the follow-up English courses are more demanding and strict for the teachers. Teachers of follow-up English courses need to have solid English language skills and relevant professional knowledge at the same time (Sun Xiaojun, Zhou Junbo, 2012). However, the situation of teachers engaged in college English follow-up teaching is not very satisfactory. Teachers of follow-up college English are mostly engaged in teaching college English. They lack of relevant professional knowledge and most of them are not willing to engage in the follow-up college English teaching and the courses. The teachers of follow-up college English teaching are insufficient. Therefore, it is also one of the problems we need to solve to build the faculty of compound follow-up college English faculty team.

To build a multidisciplinary teaching team, teachers need to review and evaluate their own knowledge structure with an open attitude, so as to completely get rid of the shackles of a single discipline, step out of their own discipline limitations, and participate in more professional knowledge research. Through collaborative, cross, integration of forming ultra structure of knowledge and wider research field of vision, from a perspective of super disciplines, to strengthen links and effect of each course, the comprehensive understanding of the status and role of discipline and other discipline, to expand their knowledge structure and professional accomplishment, digging the potential of teachers, to develop a solid professional skills, broad knowledge structure of discipline talents. Through collaboration, crossover and integration, a multidisciplinary knowledge framework and a broader research horizon can be formed to strengthen the connection and link between disciplines from a multidisciplinary perspective, so as to comprehensively understand the status and role of this discipline and other disciplines. Teachers should expand their own knowledge structure and professional accomplishment, and tap their potential, so as to provide guarantee for the training of interdisciplinary talents with solid professional foundation and broad knowledge structure.

In addition, schools should reorganize college English teachers, professional English teachers and overseas returnees to form a multidisciplinary team. At the same time, it should provide teachers with teaching, research and research activities of different disciplines and different specialties, change the existing discipline culture, and explore the integrated and dynamic teaching content and teaching methods. The school should actively encourage teachers to participate in the application of interdisciplinary research projects, promote the integrated development of teaching and research in interdisciplinary construction, and cultivate creative teachers with interdisciplinary literacy.

### **3. Conclusion**

Starting from the unique perspective of supra-disciplinary philosophy, the setting and implementation of follow-up courses is studied at a deeper level, so as to give students more options, effectively promote their learning enthusiasm and initiative, improve the theory and system of college English teaching model, and provide new guidance for the reform of college English teaching.

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