



Academic Article

The Present Situation and Countermeasures of English Education and Curriculum Management in Xiuwu Rural Primary Schools under the background of China's internationalization and the Belt and Road Initiative

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ARTICLE INFO

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Keywords:

English Education; Rural Primary School; China's internationalization

Article history:

Received: 27/11/2023

Revised: 02/01/2024

Accepted: 20/01/2024

Available online: 25/01/2024

How to Cite:

Nie, Y., & Chiwpreecha, K. (2024). The Present Situation and Countermeasures of English Education and Curriculum Management in Xiuwu Rural Primary Schools under the background of China's internationalization and the Belt and Road Initiative. *Journal of Dhamma for Life*, 30(1), 16-20.

ABSTRACT

The aims of this article were to present situation, problems and countermeasures of English Education and Curriculum Management in Xiuwu Rural Primary Schools under the background of China's internationalization and the Belt and Road Initiative. According to the field survey, network survey, network data, combined with the increasing number of Chinese students going international and the background of China's "One Belt and One Road" policy, it is found that Xiuwu Rural Primary School in Jiaozuo City, Henan Province, does not pay attention to English teacher allocation, English education and teaching professionalism, English teaching knowledge application, students' English quality development and curriculum management. This results in the low quality education of students. We should pay attention to the optimization of education management in rural schools. This paper will make a summary of the problems of English education and management in the region and summarize the countermeasures, hoping to have a certain good impact on English teaching in the country and other areas, and attract the attention of schools.

Introduction

The Belt and Road Initiative (BRI), also known as One Belt, One Road (OBOR), is a global infrastructure development strategy adopted by the Chinese government in 2013. The initiative is aimed at enhancing trade and investment connectivity between Asia, Europe, and Africa. It consists of two main components (Xiaoyao, 2022: 93)— the Silk Road Economic Belt and the 21 st Century Maritime Silk Road. English language talent cultivation must be compatible with the development of "The Belt and The Road". In order to guarantee the talents who will provide language services for the "The Belt and The Road" — strategy, China has a global vision and skilled use of foreign language professionals in the context of the continuous improvement of China's participation in global governance (Baiping, 2017: 402)

Xiuwu County is a county in the northwest of Henan province, China, bordering Shanxi province to the north. It is under the administration of the prefecture-level city of Jiaozuo and contains its northernmost point. Jiaozuo is a prefecture-level city in the northwest of Henan province, China. Sitting on the northern bank of the Yellow River, it borders the provincial capital of Zhengzhou to the south, Xinxiang to the east, Jiyuan to the west, Luoyang to the southwest, and the province of Shanxi to the north. Jiaozuo is one of the core cities of the Central Plains urban agglomeration and a regional central city along the Shanxi–Henan border area. Its population was 3,590,700 as of the 2018 estimate whom 1,424,500 lived in the built-up area made of 4 urban districts (Jiefang, Shanyang, Zhongzhan and Macun) and Bo'ai County largely being urbanized—which are rich in tourism resources, so a great potential for cooperation and space exists. However, the linguistic and cultural differences must be taken into consideration. To expand their cross-border economic and trade cooperation and realize their tourist development

Therefore, Xiuwu Rural Primary Schools shall to develop English teaching content and the curriculum settings still remains traditional, and therefore it hard for them to keep pace with the time, and it is difficult to improve the quality of personnel to meet the demand in a short time. It is necessary to innovate the path of diversified teaching mode of English language from the aspects of adjusting the curriculum, paying more attention to the internationalization of the teacher training, establishing the personnel training system and perfecting the practical teaching resources.

1. The Present Situation of English Education and Curriculum Management in Xiuwu Rural Primary Schools.

Xiuwu Rural Primary School in Jiaozuo City, Henan Province English education problems and reasons analysis according to the author's own region as an example, combined with the field investigation, the author believes that the problems in this region mainly have the problem—lack of English teachers, unreasonable allocation of resources. There is a certain gap in the treatment of teachers in urban and rural areas, and the families of teachers and staff enjoy uneven welfare benefits. Teachers in rural primary schools are paid a relatively low salary without relevant incentives and subsidies, and there is often only one English teacher in several grades. Those who are willing to teach nearby are teachers who are close to home or teachers who have not been admitted to the city or county town, but have no choice but to

enter the countryside. Therefore, some measures should be taken to encourage the subjective initiative of teachers. The teachers who are willing to stay in rural areas should be given some incentive subsidies and study benefits for their families. In the context of internationalization, take private schools in Thailand as an example, the children of foreign English teachers can study in the schools free of charge. Many schools will also provide teachers with visas and opportunities for further study. English teachers, in particular, should be given a certain teaching space. There is already a shortage of English teachers, and it is difficult for highly professional English teachers to stay in rural areas. Schools must guarantee the rights and interests of teachers and mobilize the enthusiasm of teachers, which will be helpful to children's learning. Taking the school schedule as an example, we can see that the school has two English classes a week, the sixth grade is already the key period, but there are few English courses, and there is no language environment and English activities in daily life, so the poor language learning effect is also caused by this. In view of this situation, the school should make reasonable curriculum arrangements. In addition, according to the field investigation, the English course in this school starts from the third grade, and the earlier the better, the children in the third grade are generally around 10-12 years old, and it is a little late for them to learn the language. According to the Internet information, the best period for people to learn the language is around the age of three, which is the age when Chinese students go to kindergarten. The earlier you can learn the language, the better.

2. Existing Problems of English Education and Curriculum Management in Xiuwu Rural Primary Schools.

There is the lack of English teaching application and oriented curriculum—by compared with urban children, who have different opportunities to study abroad or remove foreign teachers or foreigners, it is difficult for rural children to apply English learning. Apart from family economic reasons and the reasons of unbalanced urban and rural economic development, schools are also lacking in the teaching organization and management of this part. Rural primary schools do not get enough resource subsidies in this respect, and rural primary school children have no chance to go out or have the opportunity to apply the English they have learned. According to the related research of Bing (2020: 135). In the context of internationalization and the Belt and Road Initiative, more opportunities should be given to rural children to have the chance to communicate in English. Study Tours should be carried out, foreign teachers should be assigned to a certain proportion, English teachers should be given more opportunities for exchange and further study, and at the same time, (Yiyin, 2021: 27-28) Chinese children and foreign children should be given more opportunities to communicate online or in real life. Under the background of the Belt and Road Initiative, China should carry out more profound help and exchanges with other countries to lay the foundation for China's internationalization.

3. The countermeasures of English Education and Curriculum Management in Xiuwu Rural Primary Schools under the background of China's internationalization and the Belt and Road Initiative.

The development of students' English quality and curriculum management. Parents of rural children generally do not have a high educational level, and it is difficult to provide help

for their children in English learning. Therefore, they basically rely on school teachers to impart English knowledge and cultivate English learning quality. However, the cultivation of English learning quality is a long-term and subtle process. Many primary school English courses are short of teachers, resulting in fewer English courses, less time for children to contact with English teachers and less courses (Yang, 2020: 1). Therefore, reasonable English course scheduling management is imminent. At the same time, there is also a lack of professional administration teachers or educational affairs teachers in rural primary schools. This is also one of the reasons for the confusion in school curriculum management.

In addition, there is a common problem in rural primary schools. The teachers are less educated and older than those in urban primary schools. They are deeply influenced by traditional concepts and take grades as the main purpose, which leads to the low quality of students' English learning. In view of this problem, I think Chinese rural schools should pay more attention to English courses. Under the background of the Belt and Road Initiative, we need to understand, go abroad, unite and help other countries (Xiaoyao, 2022, p. 93) Language is a very important communication tool. In view of the unreasonable school curriculum, special educational teachers should allocate the course time fairly. Instead of just taking exams, more activities should be carried out to cultivate children's interest in English learning, and courses of English learning should be held to remind children of the importance of learning English from an early age.

Conclusion

The strategic concept of "One Belt, One Road" conforms to the needs of structural transformation of China's open regions—which are 1) The strategic conception of the "Belt and Road" conforms to the needs of China's factor flow transformation and international industrial transfer. 2) The "Belt and Road" strategic concept meets the needs of structural transformation between China and other countries in economic cooperation. 3) The Belt and Road strategic concept meets the needs of international economic and trade cooperation and the transformation of economic and trade mechanisms. In the context of China's internationalization, the importance of mastering the international language is self-evident. It is hoped that more rural primary schools can attach importance to the study and application of English, which should start with children. 4) Teacher Training Programs: Providing additional training for teachers in English language and modern teaching methods. 5) Integration of Technology: Incorporating technology into teaching to enhance effectiveness and facilitate tracking and assessment. 6) Curriculum Development: Creating tailored English language learning programs suitable for students at various levels.

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