

Reflection on the Problems and Reformation of English Courses of Interdisciplinary Law Students in Southwest University of Political Science and Law under the Perspective of General Education

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ABSTRACT

University English course is a compulsory public basic course for students in various universities. Under the background of the development of new liberal arts policy, the construction of English courses of interdisciplinary law students in political and legal colleges and universities is in line with social development, and it is the basic requirement for cultivating "law+English" interdisciplinary legal talents. The article defines "law + English" interdisciplinary legal talents as those who are proficient in English besides general legal knowledge, have an international perspective, and are able to put forward their own opinions on foreign legal issues. In the article, general education refers to some general but essential knowledge that students in specific majors need to learn and master. Through literature analysis and interviews, the article analyzes the lack of innovation in the English curriculum of Southwest University of Political Science and Law, the lack of old-fashioned teaching forms, the lack of excellent faculty with legal expertise, and the lack of students' awareness of becoming a "law + English" interdisciplinary legal talent. The cultivation of interdisciplinary legal talents in Southwest University of Political Science and Law must improve the content, teaching methods and tools of English courses, cultivate high-quality teachers; and enhance the students' awareness of becoming "law + English" interdisciplinary talents.

KEYWORDS

University English courses; Interdisciplinary legal talents; Law and English

1 Introduction

In the process of promoting the construction of "Belt and Road " initiative and under the guidance of Jinping Xi Thought on the Rule of Law, the demand for cultivating "law + English" composite legal talents is urgent. Although China's education philosophy has become more open and diversified in recent years, most political and legal colleges and universities still regard university English courses of cultivating interdisciplinary law students as a type of auxiliary instrumental subject, lacking in the teaching of English culture and spirit, and with a strong utilitarianism.

Colleges and universities are the main position for cultivating talents, and the cultivation of

foreign-related rule of law talents cannot be separated from them[1]. Among them, political and legal colleges and universities are the main position of legal knowledge education, specially, Southwest University of Political Science and Law is one of the most prestigious law school in China, taking the responsibility to cultivate bilingual foreign-related legal talents, and in order to cultivate interdisciplinary legal talents, for political and legal colleges and universities, they should carry out elitist education, promote disciplinary reforms, and promote the integration and development between law and English. Secondly, it should help political and legal colleges and universities to build a solid, diversified and legally relevant public English curriculum system for law students. Lastly, political and legal colleges and universities should cultivate the bilingualism of law students, promote the international integration of law students, consolidate the professional ability of law students, and make up for the gap of foreign-related legal talents.

Based on the background of general education, this paper explores the problem of English course construction of cultivating interdisciplinary law students in Southwest University of Political Science and Law, to discuss how Southwest University of Political Science and Law should integrate the English course as a general education subject with the study of law to cultivate a new type of talents who will take up the important responsibility of the new era. Furthermore, the paper can make up for the shortcomings and give some suggestions in the construction of English courses of bilingual law students in political and legal institutions in China.

2 General Education under the Background of Legal Education Reform in the New Era

Held in 2003, Higher Education Law Teaching Steering Committee of the Education Ministry and the China Law Society Law Education Research Association took "basic education in law education" as the main topic of the symposium, discussed the goals of law education and explored the introduction of general education in political and legal colleges and universities. In recent years, the research of general education mode in political and legal colleges and universities has received extensive attention from experts and scholars in China. The research mainly focuses on: Firstly, the change of legal education in China in the face of the development status of "Belt and Road" initiative. For example, Exploration Of Legal Talent Cultivation Mode Under The Perspective Of "Belt And Road"[2], Reflections And Suggestions On The Internationalization And Transformation Of China's Legal Education[3]. Secondly, legal education under the guidance of the thought of socialist rule of law with Chinese characteristics. For example, Jinping Xi 's Thought On The Rule Of Law: The Theoretical Guarantee For The Reform Of Practical Teaching In Law[4]. Thirdly, exploring the relevant issues of legal education under the demand for interdisciplinary talents in law. For example, Exploration Of The Cultivation Mechanism Of Composite Legal Talents In The Era Of "Internet +" [5]. Fourthly, the current dilemma of the development of legal education in China and legal education strategy research. For example, The Dilemma And Transformation Of Legal Education[6].

Although experts and scholars have carried out a variety of studies in general education in political and legal colleges and universities, these studies have focused on the general education of political and legal colleges and universities as a whole to explore, lacking the construction and reform of the university English curriculum in cultivating the "law + English" interdisciplinary legal talents. Under the background of the new era, English courses of interdisciplinary law students in political and legal colleges and universities cannot continue to follow the traditional foreign language teaching concepts and modes to teach law majors, and the transformation of English courses is imperative.

3 Reflection on the Current Situation and Problems of the Law Major's English Courses at Southwest University of Political Science and Law

By interviewing two students from the Administrative Law School, a student from the Economic Law School, a student from the International Law School and a student from the Artificial Intelligence Law School of the Southwest University of Political Science and Law, the author has come up with the current situations of the law major's English courses in this political and law university through the interviews with the five interviewees, asking them questions related to the English courses for the law students of this university and then the author analyze of the problems.

3.1 The current situation of the law major's English course in Southwest University of Political Science and Law

3.1.1 Content, length and evaluation of English course offerings

Southwest University of Political Science and Law offers only one compulsory course - University English for law students in three semesters: two semesters of the first year of university and the first semester of the second year of university. The English course in each semester consists of 16 weeks, with teaching the textbook "Comprehensive Courses of College English" in one week and taking the English audiovisual speaking course in another week in turns. In the interview, only the student in the experimental class of the International Law School studied the content related to legal English in the University English course. For the other law students, the English teacher would only extend a little law when encountering a certain academic word. Legal English course is only a general education elective, which means that it is not taken by all students.

The course mainly evaluates students by their usual performance, half-term test and final test, and the final is a closed-book written test, which mainly focuses on listening, reading, writing and other types similar to the University English Examination for the Fourth and Sixth Levels.

3.1.2 Teacher-student communication in the law major's English course

Since different teachers are available each semester, student participation in the English class varies greatly depending on the teacher. However, each semester's English course involves student presentations, in which the teacher asks questions and evaluates and communicates with students through their individual or group presentations. At the same time, the teacher does not require students to interact with each other during the class, and students with a good foundation in English are more willing to interact with the teacher. More often than not, the teacher will determine whether the student is present or not through class reviews.

3.1.3 Law students' attitudes towards the English course

The interviewees all think that the English course is a flavor agent in the busy study of law, so they have a positive attitude towards the English course; they think that the English course is not so difficult and hope that the difficulty of the English course will not be changed; some interviewees also think that the English teachers are not objective enough in giving the grades, and they don't really understand the learning situation of all students. At the same time, except for the interviewees from the International Law School, the other interviewees think that there is a need to offer the legal English course, and it should be offered as a compulsory course or elective course for law majors, only in this way can the students really learn the basic knowledge about the legal English, and if it is only taken as a general elective course, not all the law students will have the

opportunity to get in touch with the relevant knowledge, instead most of them only want to get credits and will not take Legal English as a general elective seriously.

3.1.4 Impact of English course on law students' career planning

Most of the interviewees regard the English course as a tool to consolidate their basic English skills, pass the university English four or six-level exams and graduate school. Other than that, there is no other time to study English consciously, and they do not learn English related to law on their own initiative.

Except for the interviewees from the International Law School, the other interviewees think that the English courses offered by the school to cultivate "law + English" interdisciplinary legal talents are too few to be of much help to their future career direction, and they have never considered working as a lawyer specially handling foreign-related matters or other professions that requiring excellent English skills and professional background. In other words, they have never considered becoming this type of lawyer, which requires excellent English proficiency and professional background.

3.2 Reflection on the problems of the law major's English course at Southwest University of Political Science and Law

Interviews with five law students from Southwest University of Political Science and Law were conducted to understand the current status of the law students' English program at the university and to analyze the problems associated with their English courses.

3.2.1 Lack of innovation in the law major's English curriculum

The main contents are listening, speaking, reading and writing, which are connected with the English curriculum of high school but with less difference, focusing only on the semester objectives and not connected with the social reality. There is a lack of English proficiency teaching for law majors or for the cultivation of "law + English" comprehensive legal talents, and it only teaches general and superficial English, which lacks the pertinence of teaching law students and the curriculum lacks innovativeness. From the interviews, it is clear that English courses are only scheduled in the first year of university and the first semester of the second year of university. And only the University English course is taken as a compulsory course for law majors. Some interviewees would like to extend the length of the English course in the hope that the course can help law students in the stage of postgraduate examination. All the interviewees hope that the "Legal English" course, which is now not a general English course, can be regarded as a general English course in political and legal colleges and universities. It is believed that it is arbitrary to make the course of "Legal English", which is conducive to cultivating "law + English" interdisciplinary legal talents, a general elective course.

3.2.2 Outdated forms of teaching law major's English course

In terms of teaching methods and forms, textbook teaching is the mainstay, supplemented by multimedia teaching, and the methods and tools are nothing new. In the English class, the teacher mainly adopts the acceptance learning method to teach in large classes, which is unable to carry out targeted teaching and expanding teaching, and the teacher mainly teaches through the way of textbook lecturing, with less communication with the students. The textbooks used in law students' English courses are general English textbooks, and there is a lack of specialized textbooks for English

teaching of law majors, such as the textbook of "Legal English" and so on. At the same time, teachers teaching English courses to law students are also reluctant to spend too much effort on preparing suitable lecture notes and teaching materials due to the lack of incentives for teachers who also serve as professional teachers of English majors[7].

In terms of teaching evaluation, most evaluation is the results-based evaluation, such as the use of final exams to evaluate law students' learning results, and lack the evaluation of their process learning outcomes. Therefore, the method is too simple and the evaluation function is too limited.

3.2.3 Lack of good faculty with legal specialization

Teachers who teach English to law students are mostly English majors in foreign language school, and not all English teachers have professional legal literacy, so in teaching English courses to law students, they cannot extend the knowledge of law for professionalism, which is not conducive to the cultivation of students' knowledge related to legal English in English teaching. At the same time, the quality of teachers varies, and the evaluation methods are not consistent, which sometimes fail to harmonize subjectivity and objectivity when evaluating students, resulting in problems such as a large achievement gap between different classes.

3.2.4 Lack of students' awareness of becoming "Law + English" interdisciplinary legal talents

From the perspective of school learning environment, schools do not pay enough attention to the English teaching environment, lack of immersive English teaching environment, lack of legal English course and not pay attention to law students' career planning. Therefore, law students have little consideration of becoming an overseas lawyer with dual competence of "law" and "English" in their career planning, thinking that the requirement of being an overseas lawyer is too strict and their own ability is insufficient. So they only want to further their studies, become ordinary lawyers and legal advisers, or pass the examination to become civil servant of public security organs, procuratorates, and courts.

4 Reform Suggestions for English Course of Cultivating Bilingual Law Students in Southwest University of Political Science and Law

From the current situation and problems of English courses of cultivating interdisciplinary law students in Southwest University of Political Science and Law, the article also analyzes some general problems existing in it, and can carry out reforms from the existing problems to establish a practical English curriculum system which is conducive to the cultivation of "legal + English" talents in Southwest University of Political Science and Law.

4.1 Improvement of English teaching content, teaching methods and tools

First of all, in the cultivation of legal talents with English compound ability, in addition to the existing general English teaching materials that must be learned, according to the law students need to master the legal reference materials to compile English teaching textbooks for law students, enrich the content of the English teaching, improve the English course teaching system, so as to adapt to the training basic requirements of "law + English" interdisciplinary talents.

Secondly, the cultivation of "law + English" interdisciplinary talents requires the exploration of more types of teaching modes. The English course should not be limited to the teacher's lecture. Discussions, debates, case studies and other methods should be applied to strengthen law students'

participation in the English course, so as to promote effective interaction between teachers and students. At the same time, the Internet platform can be used to provide students with high-quality courses on legal English and kinds of courses, so that law students can experience a various type of English class from different aspects.

4.2 Fostering highly qualified teachers with legal knowledge

High-quality teachers are the key to cultivating "law + English" interdisciplinary talents. Managers in Southwest University of Political Science and Law should appoint English teachers with legal literacy or rich legal expertise to teach English courses to law students, which is more conducive to reflecting the relevance of teaching English courses in the university. It is necessary to improve the teaching quality of the teaching team, to achieve the unity of subjective and objective, and to improve the teacher evaluation method. At the same time, Southwest University of Political Science and Law can organize English teachers who teach law students to communicate with excellent legal English experts at home and abroad, strengthen the mutual assignment and communication between teachers of domestic and foreign universities, and realize the sharing of international teaching resources. Only through the above ways can the university cultivate a high-quality teaching team with a high level, and lay a solid foundation for cultivating "law + English" talents.

4.3 Enhancing law students' awareness of becoming "Law + English" interdisciplinary talents

Law students in political and law schools in different regions have different perceptions of what it means to be a "law + English" composite talent.

Firstly, Southwest University of Political Science and Law should follow the national "Belt and Road" initiative closely, and provide their law students with different future employment ideas and development directions according to the region it is located in, making use of the regional advantages of the university, and fully popularizing the "Belt and Road" initiative and country's policies to "law + English" talents.

Secondly, Southwest University of Political Science and Law should take its own advantages and disciplinary characteristics into account, and strengthen the publicity of cultivating "law + English" interdisciplinary talents in their English courses, so as to deepen students' impression of comprehensive talents and their confidence in becoming comprehensive talents.

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