Practice and Research of VESL Teaching Mode in Applied Technological Undergraduate College

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\textbf{Abstract.} This paper focuses on the centralized teaching mode of Vocational English as a Second Language (VESL) curriculum and the characteristics of applied technical colleges, analyzes their characteristics, and explores the practice and research of VESL teaching mode in applied technical universities.

1. The Connotation and Present Situation at Home and Abroad of VESL Teaching Mode

VESL (Vocational English as a second language) also called Workforce ESL. It means that vocational schools and vocational training institutions in the English countries aims to address immigrants from non-English speaking countries, so the English language is considered to be a second language course. After years of practice and research on foreign VESL teaching model, as well as in the localization and the industrialization, which are of great significance for the English teaching in China’s vocational schools, especially in the domestic applied technical universities. VESL teaching model is based on actual job requirements, vocational skills as the core. The teaching method, the teaching idea, the teaching goal, the curriculum content, and the examination method are intended to make the students whose mother tongue is not English finally can be fluent in the real workplace and finish the task in English. In the workplace where oral communication needs to be used, students can “express themselves verbally in English” after the simulation training of VESL courses, and also can communicate well with customers, and truly and put English knowledge into the future work of the actual demand, rather than “dumb English”.

However, the domestic years are followed the traditional way of teaching English: teachers teach English grammar, students take notes and practice more, the main concern is students’ ability to write in English and neglect their ability to express their spoken English. Most of the English courses in China still based on listening, speaking, reading, writing, while ignored the students’ professional competence, lacked of combination with the actual needs. Therefore, the students trained in this way are not enough to cope with the increasingly job requirements. Due to cultural background, teaching conditions, teachers and other aspects of the difference, fully copy the VESL teaching mode, in China is unrealistic, of course, does not work. Therefore, this requires us to learn from the VESL teaching mode of advanced experience at the same time, combined with domestic conditions, comprehensive reform and innovation, development and design for the application of technology-oriented colleges and universities of the new vocational English courses.

Combining with the connotation and characteristics of VESL teaching mode, the course skill goal is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Primary</td>
<td>1. Read job advertisements and simple classified ads</td>
</tr>
<tr>
<td></td>
<td>2. Use your personal information to fill in a simple cover letter</td>
</tr>
<tr>
<td></td>
<td>3. Answer simple questions related to work experience</td>
</tr>
<tr>
<td></td>
<td>4. Identify common safety signs related to the workplace</td>
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</tbody>
</table>

Table 1. List of Skill Objectives for Foreign VESL Courses.
<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Telephone inquiries to the employer about job vacancies</td>
<td>1. Can understand the advantages and disadvantages of different positions</td>
</tr>
<tr>
<td>2. Request for an interview</td>
<td>2. Can explain the safety signs associated with a particular occupation and the consequences of unsafe practices</td>
</tr>
<tr>
<td>3. Prepare a personal resume</td>
<td>3. In the event of an emergency after work can effectively communicate</td>
</tr>
<tr>
<td>4. Can understand and compare the treatment and benefits provided by different employers</td>
<td>4. Fill in the accident report</td>
</tr>
<tr>
<td>5. Able to write an interview after the letter of thanks</td>
<td></td>
</tr>
</tbody>
</table>

We can not completely copy the model of the ESL teaching model abroad, after the localization and the industry, which has a certain reference to the application of technology-oriented colleges and universities in English language teaching objectives of the development.

2. The Connotation and Characteristics of Application Technology-oriented Colleges and Universities

Applied undergraduate education, this concept was first proposed in Europe and America, was first seen in the 20th century, 60-70 years, while China in the 20th century, the late 90s. The so-called application-oriented colleges and universities, refers to the implementation of undergraduate education, in order to cultivate the social development needs of talents for the outstanding characteristics of a new type of university. It is oriented to the needs of social and economic development, and the corresponding set to set the corresponding application disciplines, and to develop professional skills as the focus, strengthen the practical skills of teaching, emphasizing the practical application of students ability; the “school-enterprise integration”, “combination of work and study”, “combination of” a series of roads for the community, especially enterprises and institutions to cultivate both a strong theoretical basis and strong professional and technical ability of the application of specialized personnel. Therefore, teaching methods also require teachers to advance with the times, focus on innovation, maximize the enthusiasm of students and initiative to create a “double-qualified” team of teachers, teaching models and methods must be a major reform.

Firstly, from the training objectives, the application of technology-oriented colleges and universities to cultivate is to have a certain theoretical basis but also have a certain practical ability of the “theory of applied” professionals. Unlike the traditional academic undergraduate institutions trained only on paper theory of talent; also do not like the vocational colleges to do training only hands do not know why the hands-on talent.

Secondly, from the training standards, application-oriented colleges and universities is a social demand, especially the needs of enterprises and institutions as the starting point, the community needs what kind of talent, we have targeted training of such personnel, will not cause the past of large areas of graduates looking for work after graduation professional counterparts of this phenomenon.

Thirdly, from the perspective of the teaching system, the undergraduate college of applied technology sets up the specialty to meet the needs of the enterprise, and aims at training the theory-applied talents. The students are required to apply the theory knowledge to solve the practical problems.

In short, the application of undergraduate institutions is a common feature: to cultivate application-oriented undergraduates, but also can cultivate a small number of professional graduate students. To social needs, especially the needs of enterprises and institutions-based, is committed to cultivating both the theoretical basis of professional knowledge while the ability to use the practice of professional “theory of applied” talent.
3. VESL Teaching Model in the Application of Technical Colleges and Universities Practice

From the above discussion on the VESL teaching mode and the application of technology-oriented colleges and universities connotation and characteristics, we have come to apply undergraduate colleges to explore a suitable for its development of the distinctive road, we must break the traditional teaching mode throughout the VESL teaching mode of the various characteristics. Of course, combined with the characteristics of each application technology-oriented colleges, we can only learn from the characteristics of VESL teaching model, combined with the characteristics of applied technology-oriented colleges and universities to create a new type of vocational English model.

3.1 Course objectives

Curriculum objectives are based on the actual scene and job requirements, not the language knowledge system; the goal of the course is to “do something in English at work”; the objectives of the course are more scientific, and they are divided into primary, intermediate and advanced levels to meet the needs of different levels of students.

3.2 Course contents

The curriculum objective of the course is to complete the whole process from recruitment advertisement, interview, interview to negotiate salary maintenance and promotion.

3.3 Teaching mode

1) Second language model. This model highlights the language training for employment and job environment, including three parts: ESL (English as a second language) curriculum emphasizing general language ability;

2) Professional model. This model is to simulate the professional context of the curriculum, both to provide specific vocational training, but also to provide the language skills related to the professional training.

3) Work experience mode. The workplace experience and VESL classroom teaching together, and sometimes with vocational skills training.

4) On-site model courses focus on the situation in a specific workplace, emphasizing the specific language skills related to specific areas of work, focusing on job functions, career-related knowledge, career planning, and corporate culture.

According to the VESL teaching mode and the characteristics of the development of applied technical universities, a new college English teaching model suitable for this type of institution is developed. The following three levels of goals are expected:

<table>
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<th>Level</th>
<th>Examples</th>
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</table>
| Primary| 1. Read simple job advertisements  
|        | 2. Use your personal information to fill in a simple cover letter  
|        | 3. Answer simple questions related to work experience                  |
| Intermediate| 1. Can be more fluent in the telephone conversation  
|          | 2. Interviews can be handled freely  
|          | 3. Prepare a full resume in English  
|          | 4. Able to write an interview after the letter of thanks                |
| Advanced| 1. Can understand the advantages and disadvantages of different positions  
|         | 2. Can read and understand the company rules and regulations and benefits  
|         | 3. To understand the nature of the job clearly  
|         | 4. Work effectively with colleagues  
|         | 5. Can fill in daily report                                              |
The VESL model highlights the professionalism and practicality of English curriculum objectives, which is of great significance to the teaching of college English in China. However, due to the language environment, teachers, teaching equipment, and other significant differences, the localization of foreign English teaching model needs to continue to explore.

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