Research on English Talents Education in Local Universities Based on Practical Application Needs

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ABSTRACT

With the development of global economic integration, international activities became more and more mature, foreign trade enterprises and companies constantly arise, so that the demand for English talents greatly increased. However, many traditional English talents are unable to adapt to the trend of the rapid development of business, so how to cultivate the English talents has become a topic worthy of discussion. Through analyzing the current situation of English teaching this paper puts forward some strategies and suggestions to improve the training mode of English talents. In order to improve the employment rate of English talents and meet the needs of enterprises, the school should construct the teaching mode of CBE (Competency Based Education) and explore the business driven by the project, college-enterprise cooperation and improve professionalism of English teacher. The findings and suggestions make by this paper will contribute to cultivating English talents with applied abilities and the improvement of English teaching method. It also provides reference for other field talents training.

KEYWORDS


INTRODUCTION

With the trend of economic globalization and the intensification of China’s economy gradually integrated into the world economy, international business activities have become increasingly frequent, the market demand for high-quality English talent is urgent. Especially in business negotiations, conferences and other occasions, excellent English talents are scarce [1-2]. At present, there are still some problems in personnel training mode in English, especially there are is still no formation-system guidance in education and teaching modes. It is the main reason now restricting the development of cultivating English talents [3]. Therefore, it is an urgent task for the reform of English teaching to cultivate and train high quality and high standards English talents with applied abilities. How to make the English teaching in a limited time to achieve a satisfactory effect and to cultivate English talents meet the market demand has become the focus of experts and scholars.

In the traditional English teaching, it mainly relies on the English textbooks, and pay more attention to teaching English theoretical knowledge, but neglect the present stage of the social demand of talent [4]. In English teaching, the positioning of talent is not clear, resulting in the English talent cannot be recognized by employers, in
particular, the practice of English is too little, directly impact on the level of English training. According to the theory of demand analysis, the training of English talents is mainly based on the social demand, which is the main starting point for the application of English training. Combining the needs of company, teacher then applied it to the application of personnel training program, to ensure that the training of personnel to meet the needs of the employing units [5].

**STATUS QUO OF DOMESTIC RESEARCH ON CULTIVATING ENGLISH TALENTS**

In recent years, with the impetus of the reform, colleges and universities actively practice and explore the talent training mode and have achieved some effects. At present, most colleges actively construct school-enterprise cooperation in cultivating English talents and they visit the companies, complete the teaching program through the school and enterprises, and together explore the evaluation mode and have achieved preliminary theoretical discussion and practice foundation. This mode of teaching can ensure that school produces the necessary workers to meet the companies demand. On the basis of the teaching reform and innovation, our English department conducts a series of bold exploration and reform and obtains a great achievement. They have founded “profession foreign languages” entrepreneurial-orientation entity schema, and required each major should develop more than three “production-study-research” cooperation units, and cooperate with the enterprises thoroughly to cultivate the talents with the enterprises. And we implement “order-cultivation” with these units; students will do the internship and training to these units [6].

There are three kinds of forms in cooperation between schools and enterprises: First, field work form: Build the teaching practice base. At present, Anhui foreign language university has signed an agreement with Oriental Star International Co. Ltd., Xuri Group International Co. Ltd., Eastern aviation branch in Hefei, etc., students implement their internship in the company according to their majors in the fifth or seventh term. By combining the theoretical knowledge and production practice, the student’s actual operation skill was improved, and it provided them for the mental preparation for the future after graduation, and laid them solid foundation. Meanwhile, students can also receive a certain remuneration, in that case, the school can save a lot of training fund, enterprises can also solve the problem of short-term employment difficulties, eventually achieve the good effect of mutual beneficial of schools, students and enterprises and also realize the complementary advantages of school and enterprises. Second, order-training form: The school found a mechanism of talent orientation training between the departments and enterprises, colleges and enterprises together formulate teaching program course installation and practical training. Students’ basic theoretical courses and professional theories lessons are accomplished in school and students’ internships are completed in enterprises. Third, the “industry-university-research” form: Except for above contents, the most important are construct the faculty, develop the teaching materials and scientific research projects, etc., at present, Hebei International Studies University have signed the “industry-university-research” agreement with China International Telecommunication Construction Corporation, China Council for the Promotion of International Trade [7].

As more and more English teachers pay attention to the idea of English teaching methods, there are many ideas about English teaching methods. However, the research
on the methods of English teaching is very scarce. English teachers are more follow the traditional teaching methods to teach this modern curriculum of English. There is a very successful teaching method, which has been proved by the practice of communicative method, situational teaching method and so on. These teaching methods have played an active role in fostering students’ interest in learning English and improving their ability to use English. However, these successful teaching methods are absence in English teaching.

TALENT DEMAND OF THE FOREIGN TRADE COMPANY

Rich practical experience

The company’s requirement for English talents is not only can communicate with customers in English, but demand the English talent is an inter-disciplinary talent. Because engaged in the business foreign trade activities, involving many aspects, which requires the talents of English based on the ability to use English communication, understand the international trade, foreign trade correspondence, business flow, English contract provisions in terms of payment [8]. Many foreign trade enterprises in China are pursuing the principle of “doctrine of taking and copying”, and unwilling to spend time and energy to develop their own staff. It is believed that cultivate a foreign trade talented person needs a long time and financial resources, and cannot bring much economic benefits to the enterprise during Culture Process. At present, many foreign trade enterprises generally think that this year’s graduates lack of practical ability, for the relevant laws and regulations do not have a deep understanding of foreign trade business processes and international trade theory is not solid. For understanding the domestic and foreign trade regulations and operation process, experienced English talent is still favored by enterprises. The talent has a variety of post certificate is rare.

A high level of competence in English

As a foreign trade staff, mainly engaged in negotiate with foreign customers or translation work, speak fluent spoken English is very important. So, in a lot of foreign trade enterprise recruitment has an important requirement is you must pass CET-4, CET-6 and TEM-4, and have the English interview during the interview process. In fact, English involves wide range. Although there have the general basic contents, each industry has its own unique words, terms and jargon expression. English belongs to ESP, and the goal is to cultivate students’ communicative competence. Although it is different from ordinary English, it is a kind of application form of English. English is a very practical and professional language, covering the basic knowledge of English, English language skills and related to the business of international trade, service trade and international cooperation and other professional knowledge. It is objectively required to pay attention to the teaching of language knowledge and language skills training, but also pays attention to the teaching of business knowledge. It can be said that English teaching is actually the extension and continuation of Basic English teaching.

Although English is mainly used to business communication, but essentially speaking, English is an international language of communication. Therefore, only the students lay a solid foundation of English language can they better use English. English
is different from other English, it attaches more attention to students’ oral communication, and it is not empty talk. Business communication language and everyday English is very different [9]. Generally speaking, mastering the language can learn everyday English, but for business communication terms, only mastering English language is not enough, you also need to understand and familiar with English culture and customs, taboos, exchange value and so on, in the process of using English to communicate in English, if you do not understand the customs, culture exchange taboos, is likely to be a touch of words Encounter each other taboo, or slander the English national culture and customs, which will cause adverse consequences. If it’s a business deal, it most likely to lead to business cannot cooperation problems. Therefore, we also should pay attention to the application of English skills, so as to in business negotiation, using clever tricks to achieve the ultimate goal.

METHODS OF CULTIVATING ENGLISH TALENT WITH APPLIED ABILITIES

Based on the above problems, the author believes that how to cultivate qualified and suitable for the current social development demands for English talents in those who have set up English courses foreign language colleges and universities is an urgent problem need to solve. The following measures can be tried in the cultivation of English talents in colleges and universities.

Construct CBE teaching method

Aiming at the above college English teaching problems, it is necessary to construct the CBE teaching model. CBE refers to the ability oriented education model, that is to say, the training of personnel should be based on the ability to work qualification of the job. Competency Based Education (CBE), an education form based on competency cultivation, focuses on individuality and embodies an education conception with competency as its goal. It regards the business needs as the guidance of foreign e-commerce personnel training mode, that is to clear and definite the enterprise needs of the English talent should have the quality and ability, with the enterprise practical needs of the talent to guide, and to carry out personnel training objectives of setting, positioning, curriculum system and teaching content design, practice link arrangement and design. This is the practicability dominant talent training mode, in this method training of English talents have practical ability to deal with foreign business trade, and it can greatly meet the needs of the enterprise, to put the students’ skills to use. In terms of teaching objectives, the traditional teaching is general, not specific, while CBE teaching is very specific, and the operation is good. Traditional teaching is focus on training academic ability, but CBE teaching is cultivating the professional ability. It should be pointed out that CBE teaching focuses on practical skills training and does not exclude the theory knowledge, but as service the professional practical skills for principle, according to the requirements of the ability to impart the degree theory. Compared with the traditional teaching, it only deletes and compresses the old theoretical content and curriculum, extrudes time for practical skills training. Applied talents are the comprehensive talents who can understand both theory and practices and guide the practice. In English teaching, the teacher should combine the basic theory of business with the knowledge of English language and business practice. On the basis of
the guarantee of the English language as the backing, to master the business theory knowledge, and to use class time as much as possible to make students practice the language and business knowledge they learned in the class. For the teaching material, the teacher should be deleted or added according to the circumstances, so as to ensure the practical of the course.

Because of its practical nature, English has a very high requirement for the students’ practical ability, which determines the process of cultivating English major students, and it is necessary to carry out a lot of practical teaching. In Picker’s idea, he thinks that integrate the practical teaching resources both in and out of the school, and carrying out practical teaching collaboratively is a good way to excise the students applied ability. The investment and construction of the practical teaching resources is very important, but what’s more important is the utilization and development of various practical teaching resources. The waste or ignorance of the lab resources and training base in many universities is usually caused by the insufficient use and development. To address this problem, the university should work out and carry out effective system and mechanism. On the one hand, we should fully stimulate the teachers’ initiatives to utilize and develop the existing practical teaching resources and encourage the teachers to carry out the interactive cooperation and support among them; on the other hand, we should reduce the transaction cost during the use of the practical teaching resources and increase its openness. Give full play to the specialized student organizations, and carry out practical teaching through collaboration between the teachers and the students. In the past, the students have little interest on the perfunctory practical training in some courses. Now the college can set up a specialized student organization, in which the teachers will make full use of this organization to activate the students to participate in various practice, such as social practice in the vacation, visit and research of the enterprises, competition on the career planning, regional or national business administration competition etc. The students are very enthusiastic about those activities. Besides, the specialized student organization is very helpful for the teachers to carry out the CBE teaching method.

Applied abilities training are a compound conception and we should start from various areas to optimize it. In the talent training mode, the construction of practice teaching base is the foundation. At the same time, we should emulate the high standards for the development of the industry, to promote the development of professional practice. The construction of teaching base cannot be separated from the in and outside school base. The inside school training base is the foundation, the external training base is an important supplement, only the two is organic combined, can be conducive to the cultivation of English talents.

**College-enterprise cooperation**

According to the needs of the enterprise have targeted training, can achieve some study, and can meet the needs of talent, do both. English is a very practical subject. Many students have a confusion of learning the English knowledge but cannot apply it to the work practice. School enterprise cooperation is an effective way to cultivate foreign e-commerce talents. Schools learn the enterprise and industry can make the personnel training position clear. The curriculum is more suitable for the market and the reality. The practice of the school is more targeted and greatly enhances the effect of practice. For English teachers, school enterprise cooperation for teachers to know the
real market, business operation provides the opportunity to enhance the professional and targeted teaching of teachers. As for students learning is more purposeful and pertinence, improve students’ practical business practice and the ability to solve business problems. School enterprise cooperation is conducive to the teaching of teachers, but also useful for students to learn and master business knowledge, improve their practical ability. And for enterprises, enterprises can adopt some projects cooperation with universities in favor of teachers teaching, and inspire students’ enthusiasm. For enterprises development, they can establish some training bases and laboratories in Colleges and universities, it not only provides the platform and opportunity to practice for student, but also conducive to the enterprises quickly to find business operations and development needs of the talents. This will improve the level and quality of school personnel training, and improve the employment rate of graduates. So, this way is a win-win situation.

Improve professionalism of English teacher

For English teachers’ professional quality problems is gradually put forward during teaching practice in recent years. Because of the particularity of English, the requirements for English teachers are also special. It requires the English teachers have professional knowledge of English language, and can carry out business knowledge in English teaching, at the same time, also have a more comprehensive understanding of business knowledge, to put forward their own views and opinions, but not completely echo what the books say. In this way, most of the ordinary English teachers are not competent.

It is necessary and feasible to improve the professional quality of English teachers. Now some scholars have put forward the “double qualified teachers”, which is defined as not only achieved a series of teacher’s professional ranks and titles, but also acquire some other relevant Title qualifications of teachers. The author thinks, this kind of “double qualified teachers” is accord with the requirement of English very much, but it still need to improve. This kind of teacher has its own advantages, but through the examination to obtain a vocational qualification certificate is only in the theory to meet the requirements of teaching, and the practice knowledge is still insufficient. Therefore, in view of the current situation of English teachers, the author believes that on the one hand, the school can carry on the system and longtime business knowledge study to the English teacher, so as to ensure that they are fully in line with the requirements of English teachers in theory. If conditions permit, the school can let these teachers go to the relevant enterprises or units to carry out a period of three to six months of practical operation, this is so-called “Industry-University Cooperation” which is mentioned in the above paragraphs, and this is also more favorable when they are engaged in English teaching in the future. On the other hand, the English teachers who have the practical knowledge of English, lack theoretical knowledge of effective teaching method. If they are trained in the teaching method, they can become a qualified English teacher.

CONCLUSION

With the development of globalization, it brings about unprecedented opportunities to the economic and trade cooperation between China and various countries and regions in the world. At the same time, the demand for the complex English talents is greatly
increased. However, an objective fact of the contradiction is that high-quality business practitioners are relatively scarce, especially those with a solid knowledge of English, good oral English communication ability and foreign trade practice ability. Through the analysis of the English talents current situation, three coping strategies for cultivating English talents with applied abilities are put forward. It constructs CBE teaching method, college-enterprise cooperation and improve professionalism of English teacher. The application of each strategy is determined by the specific condition, but it is better to combine those strategy implement. The ultimate goal is to cultivate English talents with applied abilities, to meet the social demands.

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REFERENCES