Reflections on the Reform of Public English Teaching in Higher Vocational Education Under the "Belt and Road"

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Abstract. In the context of the Belt and Road, a detailed analysis of the present situation of public English teaching is made from the following four aspects: the object of teaching, students' learning status, curriculum setting and teaching mode, the teaching staff and student employment orientation in this paper. It is found that the teaching content, teaching method and teaching mode in our school are obsolete. Under the new background, this paper puts forward the introduction of professional English into public English teaching in higher vocational colleges, and promotes the combination of basic English teaching and professional English teaching. In this way we can really cultivate high-quality professional talents who meet the needs of the society and have a good ability, and lay a good foundation for future employment.

1. Introduction

In 2010, the Chinese Ministry of Education promulgated the Outline of the National Medium-and Long-term Education Reform and Development Plan. The outline proposed to promote the teaching reform of vocational education with the purpose of service and employment-oriented. The outline also implemented the talents training model of Engineering combination, school-enterprise cooperation, top job internship.

In September and October 2013, Chinese President Xi Jinping put forward the strategic concepts of building the Silk Road Economic Belt and the 21st Century Maritime Silk Road, respectively, namely, the Belt and Road, providing an international employment platform for future employment.

As one of the major public courses in higher vocational education and under the new background, how to maximize students' enthusiasm for learning, improve students' ability to use practical English and cultivate job-oriented higher-level skills application talent within a limited time. These are the problems that English teachers in higher vocational colleges should think about.

2. The Present Situation of Public English Teaching in Higher Vocational School

2.1 The Object of Teaching

There are two main sources of higher vocational students in our school: One is ordinary senior school graduates who have passed the formal college entrance examination. After learning English for three years in senior school, they have a certain degree of English foundation and knowledge, but the overall level is not high. They can not fully adapt to the current higher vocational college English teaching requirements. And the other is the graduates who have participated in higher vocational examinations, from secondary schools, technical schools, vocational middle schools to higher vocational students, commonly known as "three students." Although these students have also learned English for three years in secondary schools, technical schools, and vocational high schools, their basic English is poor, so they feel it very difficult to learn English and they are not interested in learning English at all.

2.2 Students’ Learning Status

After the baptism of exam-oriented education, students are accustomed to passive learning; after entering higher vocational colleges, their inertia has increased without the pressure of the college
entrance examination. Most students do not have clear learning goals, including long-term goals and short-term goals. They are confused about the future, and they can not locate themselves correctly, and lose interest and confidence in learning English.

According to the statistics on vocational education, in vocational colleges 60% of students have poor basic English and difficulty in reading and writing words; 30% of students have a certain foundation, but they are not interested in English learning, resulting in poor English performance; 10% of students have a good foundation in English, but influenced by the entire English learning environment, they also improve relatively slowly in English listening, reading, and writing skills.

2.3 Curriculum Setting and Teaching Mode

Under the premise of implementing the National Education policy of "application for purposes, practicality and adequacy", students only learn for two years in school. Public English is set up for one year in most majors. The total number of classes is about 120. But the total number of classes is 56 in our school within one semester according to the actual situation. Teachers take ordinary basic English as the main teaching contents in public English teaching and they still use the teaching model "paragraph interpretation + translation" or "translation + vocabulary". Although teachers actively adopt the formative evaluation teaching method in class, some students still can not actively participate in all aspects of class teaching. The students' autonomy, subjectivity, and practicality have not been realized.

2.4 The Teaching Staff and Student Employment Orientation.

Although English teachers are all English majors in our college, they almost have no industry practice background, and some teachers have insufficient understanding of the basic characteristics, particularity of English teaching and the new strategic background of Belt and Road. They have difficulties in adapting to the practical teaching objectives set out in the "Basic Requirements" and English teaching. At the same time, teachers carry out employment-oriented teaching reform, improve students' English application ability and pay attention to the interface between students' ability and the employment market, thus making a better training service for Higher Vocational "Skilled and Applied Talents".

3. The Necessity of the Combination of Basic English Teaching and Professional English Teaching in Higher Vocational Education

In the context of the new Belt and Road strategy, the combination of basic English teaching and professional English teaching is the inevitable reform direction of the public English teaching in vocational schools.

3.1 Setting Teaching Objectives

In the context of the new Belt and Road strategy, teachers must make accurate positioning of the public English teaching goal in higher vocational colleges.

According to the development needs of higher vocational education in China, the goal of public English teaching is the principle of practicality and adequacy, aim of English for the job, the goal is to train students to use English to complete the target job and the development of students' ability to work in targeted positions. The teachers should pay attention to the orientation of employment to carry on teaching reform, improve students' English application ability. To achieve the goals above, public English teaching in higher vocational schools must introduce professional English on the basis of basic English teaching.

3.2 Use of Hierarchical Teaching

In the context of the new Belt and Road strategy, hierarchical teaching is adopted, according to the reality that there are differences in the English foundation.

The students’ difference means that their learning goals are diverse. To teach English at different levels, they must understand the needs of students and design the curriculum system.
We can have a test to the freshmen and divide the freshmen into three levels A, B and C according to the students' grades. The level A students who have better foundation should learn basic English, practical English and industry English; The level B students have a general foundation, and they should learn basic English and a few parts of practical English; The level C students have a poor foundation, and they should spend more time studying basic English.

In this way, stratified teaching determines different teaching goals for different teaching objects, and to achieve teaching strategies because of different persons and textbooks, thus laying a good foundation for future employment.

3.3 Meeting Students' Needs—Common and Individual Needs

In the context of the new Belt and Road strategy, we will seek common among professional differences, and try our best to meet the common and individual needs of students in different majors. Students who have different majors often work in different industries, and students who have the same majors may not necessarily work in the same industry.

Therefore, students in different majors hope to master English knowledge and English skills will also have common needs and individual needs because of their professional interests.

Industry English teaching refers to teaching English knowledge related to a certain industry. Industry English teaching is different from professional English teaching. It focuses on the language communication ability and application ability in a certain industry, rather than a certain professional knowledge itself. Therefore, it is the expansion and continuation of basic English teaching. It is a transition from basic ability training to applied skill training. It is an important way to achieve the goal of English teaching and lays a foundation for future employment. In the course of course development, we should implement the principle of "engineering combination" and pay attention to cultivating students' professional literacy.

3.4 Reform of Teaching Methods and Means of Assessment

In the context of the new Belt and Road strategy, teachers should reform public English teaching methods and assessment means, and improve the quality of teaching. Public English should reform teaching methods and teaching means boldly, according to the characteristics of English courses and employment in the industry, use modern teaching methods as far as possible, and build a teaching model suitable for individualized learning and autonomous learning.

Teachers should adopt the diversified teaching evaluation method and pay attention to the learning process, so that students can achieve the teaching goals of the course through the completion of each specific task.

3.5 Cultivating a Well-Structured Teaching Staff

In the context of the new Belt and Road strategy, we should cultivate a well-structured teaching staff. If teachers who are engaged in public English teaching are involved in industry English teaching without any training, they may be suitable for a period of time. A considerable number of teachers will be worried that they do not have relevant professional background. It may even lack the courage and confidence to teach industry English well. Therefore, it is necessary to train these teachers in the relevant professional knowledge in advance. In addition, we can also enrich English professional teachers to professional English teaching through the basic methods of language teaching and language skills training in higher vocational colleges. With the further deepening of cooperation between schools and enterprises, the school can also employ experts with high English proficiency in the actual work positions of the company as part-time teachers in English teaching in the industry and build a teaching team with a "double division" structure.

4. In the Context of the New Belt and Road Strategy, Some Suggestions on the Combination of Basic English Teaching and Professional English Teaching

4.1 Update the Traditional Teaching Concept of Higher Vocational Education

English teaching in higher vocational schools is freer than that in middle schools, and the content
of teaching has increased the content of English in the industry. The knowledge presented in the form is more abundant, but the teaching effect is still unsatisfactory. The English education in higher vocational schools no longer requires students to consolidate English basic knowledge. There is even less exercise in speaking and listening in English than in senior schools. In addition, public English teachers increase the content of English in the industry and there is a National Exam called Level 3 in the limited classroom. It makes students feel it an only idea to learn English for exams. For this reason, In the context of the Belt and Road, we need to change our previous teaching ideas and consolidate our students' English skills. In the context of the Belt and Road, in order to meet the requirements of international communication better, higher vocational English education should focus more on the exercise of oral and listening skills, cultivate talents with strong English skills, and also contribute to international cultural exchanges.

### 4.2 Innovative English Teaching Method in Higher Vocational Colleges

In the context of the new Belt and Road strategy, we advocate a close combination of oral and listening teaching, so as to save class hours, and in the meantime teachers' teaching methods should be constantly innovated. Teachers can make students read the text as much as possible. When the students read the text, teachers can pay attention to correct students' pronunciation problems. They also can use the situational dialogue mode to combine the knowledge of textbooks with professional English in life practice. In class teachers allow students to use the words and phrases they have learned flexibly to conduct dialogues. By the long-term exercises, teachers can not only make students master basic knowledge, but also improve students' self-confidence in using English to achieve the goal of learning.

### 4.3 Teaching and Training for School Enterprise Cooperation

It is not enough to simply combine basic English teaching and professional English teaching in the daily higher vocational English. If there is communication and cooperation between enterprises and schools, providing students with foreign language learning positions, and using practice to make full use of the knowledge of English in the industry. Then the teaching effect will be greatly improved and students also will have the most direct understanding of their own abilities. Thus they can make up for the defects in their later studies better. In addition, the application ability of to translate is very important. Without accurate translation, we can not communicate in the economic development of the Belt and Road better. Therefore, in the cooperation between schools and enterprises, we must pay attention to the internship of translation posts. School cooperation will cost a certain amount of money. The students’ safety and the guarantee of the effectiveness of internships are the biggest problems in this program. Therefore, in order to achieve teaching results better. Whether it is enterprises, schools or the country, we should look at the problem from a developmental perspective and provide strong support for English education reform.

### 4.4 Pay Attention to Cultivating Students' Cross-Cultural Awareness

The economic development strategy of the Belt and Road involves many countries and the cultures involved are very different. Therefore, in order to adapt to international exchanges better, we need to pay attention to cultivating cross-cultural awareness in higher vocational education. In our daily lectures, we teach students to understand the different cultures and cultural differences in each country. Students can mentally understand the importance of cultural differences of languages better. Under different cultural backgrounds, there are different expressions and emotions of language. Differences in understanding of different languages are likely to affect the effectiveness of international communication. As far as possible, teachers provide information on the cultural and ethnic background of each country, broaden the field of knowledge, allow students to fully understand the cultural differences of each country, respect and learn from cultural differences in the class and understand foreign cultures to have international exchanges in future. It is also possible to promote Chinese culture, foreign countries can understand China in the world better, thus promoting the development of China's economy and culture.
5. Conclusion

The combination of basic English teaching and industry English teaching can meet the needs of talent training goals and market in the context of new strategic background, and it also conforms to the trend of teaching reform. Firstly, it is necessary for educational administrators to change their ideas on teaching management. Secondly, teachers should improve their own knowledge structure, update their teaching content and improve their teaching methods. Finally, they need the cooperation of various departments and majors to achieve the sharing of resources and talents. In this way, we can really cultivate high-quality professional talents who meet the needs of the society and have strong English application ability.

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