

# On the Effectiveness and Improvement Approaches of English Teaching and Research Group Activities in Vocational Schools

Yaqin Song

Shaanxi Technical College of Finance & Economics Xianyang, Shaanxi 712000

ZhaShui Vocational Secondary Professional School Shangluo, Shaanxi 711400

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**Abstract:** The activities of the teaching and research group are crucial for the education and teaching of the English subject in vocational colleges, which can be intuitively reflected in the quality of education and teaching. It is necessary for vocational colleges to maintain follow-up and attention to ensure and improve their actual effectiveness. At present, some vocational colleges and universities have not performed well in this aspect, inevitably encountering various practical situations, which not only fail to ensure the quality of the teaching and research group activities themselves, but also bring certain adverse effects to the subsequent English subject education and teaching work. Therefore, vocational colleges need to first have a deeper understanding of the current situation of English teaching and research group activities and the evaluation criteria for their effectiveness, and then can improve the effectiveness of English teaching and research group activities based on the current situation of our school, ensuring the actual quality of teaching and research group activities.

**Keywords:** Secondary vocational education; English teaching and research; Teaching and research group activities; Innovation in teaching and research

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The English subject is one of the basic subjects in secondary vocational education, and is crucial for the subsequent growth and development of secondary vocational students. It needs to perform well in the quality of education and teaching. In this process, the supportive role played by the English teaching and research group activities is considerable, and vocational colleges need to pay attention to it to ensure and improve its actual effectiveness performance.

## 1. The Current Situation of the Activities of the English Teaching and Research Group in Vocational Schools

Currently, the effectiveness of English teaching and research group activities in some vocational colleges is not satisfactory, and it is necessary for colleges to clearly grasp and solve potential practical problems. Specifically, the problems are mainly manifested in the focus of teaching and research work on education, excessive emphasis on outcome evaluation, and the need for innovative forms of teaching and research activities. One is that teaching and research work focuses on education. Some vocational colleges lack a correct understanding and emphasis on teaching and research activities, and most choose to examine teachers' educational and teaching performance in teaching and research activities, which is not reflected in educational research. Secondly, there is an excessive emphasis on outcome based evaluation. Evaluation is also crucial for English teaching and research group activities, as it can provide feedback to participating teachers. Currently, some vocational schools place more emphasis on outcome based evaluation. Thirdly, the form of teaching and research activities needs to be innovated. Some vocational colleges tend to follow a relatively traditional form when organizing English teaching and research group activities, without making adjustments to the changes in educational and

teaching work, and further innovation is needed.

## **2. Evaluation criteria for the effectiveness of the activities of the English teaching and research group in vocational schools**

When evaluating the effectiveness of English teaching and research group activities, vocational colleges should follow scientific evaluation criteria in order to reflect their effectiveness truthfully through the evaluation. Specifically, a more scientific evaluation of the effectiveness of English teaching and research group activities can be conducted based on evaluation criteria such as teaching literacy, teaching philosophy, teaching objectives, and teaching methods. The first is teaching literacy. Teachers are one of the key participants in the education and teaching process, and when evaluating English teaching and research group activities, they should focus on examining the development of teachers' teaching literacy. Next is the teaching philosophy. The teaching concept is the product of the implementation of teaching objectives at the methodological level, which has a significant impact on the process of achieving teaching objectives. Therefore, when evaluating the effectiveness of English teaching and research group activities, it can be taken as a starting point to clarify the beneficial impact of teaching and research group activities on teachers. Once again, it is the teaching objective. Teaching objectives can guide teachers' specific educational and teaching work, and evaluating them can correspondingly clarify the actual effectiveness of teaching and research group activities. Finally, there is the teaching method. The teaching method is the ultimate practical tool, and the activities of the teaching and research group should provide certain guidance to teachers at the level of teaching methods. Evaluation based on this can truly reflect the effectiveness of the teaching and research group activities.

## **3. The path to improving the effectiveness of the activities of the English teaching and research group in vocational schools**

In the process of improving the effectiveness of English teaching and research group activities, vocational schools should choose more distinctive paths based on the actual situation of their own school to ensure that the final improvement effect can achieve the expected results. Specifically, vocational schools can choose various effective paths, including strengthening research based on teaching model reform, conducting project-based teaching research around group cooperation, selecting backbone senior teachers as the leader of the teaching and research group, and evaluating and supervising actual teaching and research activities, to more scientifically improve the effectiveness of English teaching and research group activities.

### **3.1 Strengthening research based on the reform of teaching models**

In the process of ensuring and improving the effectiveness of English teaching and research group activities, vocational colleges should prioritize and pay attention to this, in order to ensure that the teaching and research group activities can be carried out under the support of scientific models. Therefore, secondary vocational colleges need to maintain a follow-up on the implementation of teacher education and teaching work in the teaching and research group activities, and on the other hand, they should also appropriately return to the essence of educational activities, based on research on teaching mode reform, guide teachers to strengthen research in the process of participating in teaching and research group activities, and provide more scientific guidance and support for teachers to design and organize classroom teaching in the future. Specifically, vocational schools can start from new teaching models such as flipped classrooms and situational teaching, urging the English teaching and research group to explore innovative teaching ideas and methods around the new teaching model, ensuring that high-quality teaching and research group activities can serve the effective teaching process of the English subject.

### **3.2 Conducting project-based teaching research around intra group cooperation**

Considering that the traditional teaching and research model may no longer be suitable for the current needs of English subject classroom education and teaching, secondary vocational colleges should refer to the current situation of English teaching and research group activities in our school for analysis, and innovate and optimize the existing teaching and research model. Specifically, vocational schools should guide teachers to carry out project-based teaching research in teaching and research group activities based on intra group cooperation, and use more participatory teaching and research activities to guide teachers to improve their educational and teaching abilities in practice. At the same time, vocational colleges can also appropriately encourage the English teaching and research team leader to introduce competitive elements in the teaching and research team activities, guide teachers to complete in-depth teaching research during the competitive process, and help them achieve better performance in subsequent English subject education and teaching. In addition, exploring practical educational and teaching issues can also effectively innovate existing teaching and research models, and vocational colleges should practice them based on the actual situation of their own schools.

### **3.3 Selecting Key Senior Teachers as the Leader of the Teaching and Research Group**

In the activities of the English teaching and research group, the leader of the teaching and research group plays a significant and decisive role, which can directly affect the effectiveness of the teaching and research group's activities. Therefore, when ensuring and improving its effectiveness performance, vocational colleges should focus on starting from this, ensuring that the leader of the teaching and research group has good educational and teaching literacy and sense of responsibility, in order to provide solid and necessary support for specific teaching and research group activities and practices. In this process, secondary vocational colleges should select senior English subject backbone teachers. On the one hand, it is necessary to consider professional English subject education and teaching abilities and literacy, and on the other hand, it is also necessary to take into account work attitude, sense of responsibility, and communication skills, in order to improve the effectiveness of teaching and research group activities by selecting the leader of the teaching and research group.

### **3.4 Evaluate and supervise actual teaching and research activities**

During the specific process of English teaching and research group activities, the evaluation and supervision of teaching and research activities are crucial. It can not only provide real and effective feedback to teachers participating in the teaching and research group activities, help them clarify the direction of subsequent education and teaching innovation optimization, but also urge the teaching and research group leader and teachers to participate more actively in the teaching and research activity process, To lay a more solid and necessary foundation for the improvement of the quality of English subject education and teaching in our school. Therefore, vocational schools should promptly follow up on the actual implementation of teaching and research group activities, in order to make corresponding adjustments in the organization process of teaching and research group activities, and ensure that teaching and research group activities can perform relatively well in terms of effectiveness.

## **4. Conclusion**

In summary, considering the poor performance of some vocational colleges in organizing English teaching and research group activities, vocational colleges should evaluate their effectiveness under the guidance of scientific evaluation criteria, in order to provide some guidance for the subsequent process of adopting practical strategies for adjustment. In this process, vocational schools should select improvement paths based on the actual situation of the school, in order to more effectively ensure and enhance the effectiveness of English teaching and research group activities.

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