

Research on Employment-oriented English Teaching Reform in Vocational Colleges

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Abstract: Higher vocational English teaching is different from the traditional college English teaching. Higher vocational education aims more at the future employment of students and curriculum development. How to help students learn more English knowledge related to employment and future work is the focus of higher vocational English teaching content. In order to better help students improve their employment competitiveness, this paper studies the employment-oriented reform of vocational English teaching and provides suggestions and corresponding reform measures for the current situation of Vocational English teaching.

Keywords: Vocational English; Employment-oriented; Reform; Research

This paper is a periodical achievement of the Foreign Language Education in Higher Education Project 2020 of Shandong Provincial Institute of Education Sciences. No.: 2020WGYB009 Title: Employment-oriented Reform of English Teaching in Vocational Colleges

1. Current situation of English teaching in Vocational Colleges

With the continuous development and improvement of Internet information technology, the rapid development of China's foreign trade e-commerce and other industries, English proficiency has become one of the necessary conditions for employment in many employment requirements. Employment is the primary consideration especially for students in higher vocational colleges. At the same time, students in higher vocational colleges are generally weak in English learning, and their enthusiasm and motivation for learning are not enough. Therefore it is often difficult for teachers to carry out Targeted English teaching for students. At the same time, considering the weak foundation of students, the teaching content of vocational English textbooks is also based on daily English. But this kind of teaching content without specific subject is often not helpful to students' future employment. After leaving campus, students will not use English in daily life, and they will avoid jobs with high requirements on English when looking for jobs, which makes the course of Vocational English unable to give full play to its due advantages^[1].

In addition to the inadequacy of teaching content, teaching mode also plays a crucial role in higher vocational English teaching quality. As English teacher's teaching method and teaching mode are not identical, the results of English teaching are not satisfying. Many teachers just teach to finish teaching tasks, or aiming at textual research books on English teaching while ignoring the practicality of English. As a result, students are not proficient in industry-related English and are eliminated by enterprises after graduation. For example, in English teaching, students are only required to master the spelling and vocabulary of words while ignoring the contact with students' oral English, so that students can learn "mute English" when they need to use English to communicate in work. The single form of English teaching also makes it difficult for students to be interested in English class. In addition, due to their insufficient knowledge of English, many students do not realize the importance of English for employment and do a hasty job in learning English. How to make students interested in English and establish the awareness of learning English is the problem that vocational English teachers are facing at present.

Teachers are also one of the factors affecting English teaching in higher vocational colleges. Many higher vocational teachers are graduate students with less industry experience, which leads to the quality of English teaching not being guaranteed. Teachers lacking of professional teaching ability and experience in English teaching in higher vocational colleges result in the quality of English teaching in higher vocational colleges having not been improved, and students can not get the real use of English knowledge, hindering the development of higher vocational English.

2. Suggestions on English teaching in vocational colleges

2.1 Reasonable arrangement of teaching content according to practicality

The contents of English teaching materials in higher vocational colleges may not be suitable for English teaching, because English teaching materials are mostly written on the topic of daily life, which may lack practicability if applied to work. Teachers can use textbooks as a supplement to expand the corresponding professional English vocabulary and content according to the employment direction chosen by students, so as to help students mastering professional English vocabulary and common English expressions in work. Learning English usage in the workplace, how to use English in different work situations and contexts, and learning English grammar, etc., ensures that students can apply the knowledge to their employment, not just to complete the course content. At the same time, teachers can also increase the oral English teaching content, so that students can try to speak English, master the standard pronunciation of phonetic symbols, help students learn English better, lay a foundation for English learning^[2].

2.2 Increase teaching forms and improve students' interest in learning

Improving higher vocational students' interest in learning English is a critical step of improving the quality of English curriculum. In order to better cultivate students' consciousness of English learning, teachers need to increase the different teaching methods, jump out from the traditional teaching way, using a variety of teaching methods in class to enrich teaching forms to better attract the attention of students. Teachers can add group discussion, demonstration method, question method and other teaching modes in class to improve students' enthusiasm and sense of classroom atmosphere. They can also create a suitable learning environment for students in class and use the Internet to obtain more teaching resources and reflect them in class. Teachers can make the courseware into slides, and add a variety of pictures, audio and video in the slides, so that students can use the multi-sensory system to learn English and adapt to English learning faster.

For example, in oral English learning, in order to better check the results of students' oral English learning, teachers can use group exercises and textbook performances to help students practice oral English. Teachers can let students in pairs to practice oral English in the form of dialogue, through the practice to master a dialogue pattern, at the same time students can correct each other's pronunciation problems, improve the accuracy of students' oral English pronunciation. Finally, in the form of group competition, let each group of students say their own practice content, and select the best group of students to bonus points. This kind of benign competition in the classroom teaching form to improve the enthusiasm of students to participate in the classroom, give students more motivation to learn English, increase the classroom learning atmosphere^[3].

2.3 Attract professional talents to ensure the teaching quality of the course

In order to better ensure the quality of English teaching, higher vocational colleges need to attach importance to English teaching and recruit a group of English teachers with teaching experience to carry out higher vocational English teaching. Before teaching, the English teaching group can unify the teaching content and teaching method, and prepare the lesson content together to ensure the teaching quality of English class. Teachers also need to constantly improve their English ability, use the Internet to get more practical English related content, in the classroom for supplementary teaching. Teachers need to be targeted to the students of English teaching to employment as the main teaching direction, shorten the scope of students' English learning. To improve students' English learning efficiency, teachers should not blindly follow English teaching materials. If necessary, teachers can use other English textbooks to carry out teaching content according to their own classes. For example, in actual teaching, teachers can selectively teach according to the content of the textbook, and skip some units with weak practicability. Do not waste class time on unnecessary content, use these time to learn more useful supplementary knowledge, improve students' English literacy and English knowledge. More schools also need to train English teachers regularly to ensure that fixed English teachers reduce the mobility of teachers to ensure that students can adapt to the teaching style and rhythm of teachers and ensure the stable quality of students' English learning to the maximum extent.

3. Conclusion

Vocational English is special compared with other English learning in which teachers need to carry out teaching reform according to the characteristics of vocational English, grasp the employment as the teaching goal to carry out English learning. With practical English and professional English being the main teaching content, more oral English teaching will be added to help students adapt to the workplace English environment in advance to learn more employment-related English knowledge, and improve students' competitiveness in job market and future work.

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