

Innovation of English Teaching Paths in Higher Education in the Context of Core Literacy

Jiaqi Guo

Jiangxi Institute of Transportation Technology, Nanchang, Jiangxi 330013

Abstract: The innovation of English teaching paths in higher vocational education in the context of core literacy requires focusing on the implementation of the four elements of core literacy in English: multicultural communication, perfecting independent learning, communicating outside the workplace and improving language thinking. The four elements are proposed in the English Curriculum Standard for Higher Vocational Education (2021 Edition), which is a manifestation of the implementation of the educational goal of establishing moral education in higher vocational institutions. The article takes core literacy as the perspective and combines the requirements of the English Curriculum Standard for Higher Vocational Education (2021 Edition), and conducts an exploration of the innovation of the teaching path of higher vocational English, based on academic quality, which can build a diversified mixed teaching model. The study also explores the teaching pathways of value-added assessment, the construction of a combined online and offline teaching model, etc. to improve the quality of talent training and promote students' career development.

Keywords: Core literacy; Higher vocational English teaching; Innovative research

1. The requirements of higher vocational English teaching competence in the context of core literacy

For higher vocational English teaching competencies, the English Curriculum Standard for Higher Vocational Education Specialists (2021 Edition) (hereinafter referred to as the Standard) proposes four elements of core literacy, which are multicultural communication, independent learning perfection, workplace-related communication and language thinking enhancement. And it emphasises the importance of the four subject core literacies cultivation and the effective English course learning that helps students acquire the four core literacy elements competency cultivation. At this stage, the common phenomenon of most higher vocational English classroom teaching is silence. Due to the special and practical nature of the English subject, the lack of English speaking exercises makes it difficult for students to improve their English practical application level. The teaching of English in higher education in the context of core literacy needs to focus on relevance and effectiveness. The Curriculum states that the teaching of English in higher education institutions should take the performance of professional competence and core literacy as the main assessment indicators, and divides them into two levels. Firstly, the "can-do-statement" format is used for the performance of learning qualities. Secondly, in terms of the teaching objectives of the English subject, the core competencies of the English major are used as the starting point for the characterisation and grading of the English curriculum, and in the process of teaching, the focus should be on the micro-level "Six Elements". With students as the centre of cultivation, we focus on the clarification of cultivation objectives and point out the direction for the reform and development of English teaching in higher education.

2. Research on the innovation of English teaching paths in higher education under the perspective of core literacy

The cultivation of core literacy for students in higher vocational English courses needs to be based on the core literacy curriculum objectives, combined with the needs of the social market and the competency characteristics of industry positions, to develop talent training plans and build a knowledge system, so as to adjust the teaching status of English courses. The four core literacies

in the Curriculum demonstrate the value of the discipline's curriculum in nurturing students through the right educational concepts, developing perseverance, professional competence and correct values. In order to cultivate students' comprehensive qualities and abilities, it is difficult to combine theoretical and practical teaching in the discipline, but it is also necessary to focus on the cooperation between teachers in schools and the innovation of teaching paths based on core literacy in higher vocational English.

2.1 Focus on high-quality planning of teaching ideas

The relationship between teaching content, methods, modes, assessment and teaching quality is clearly marked out in the Curriculum. Effective teaching methods and content, as well as effective assessment and evaluation systems, can promote the quality of English teaching and provide a reference for planning high-quality teaching ideas for English. In this regard, the innovation of English teaching pathways in universities needs to start from academic quality, absorb effective teaching examples, design high-quality lesson plans and invoke appropriate teaching methods to promote the cultivation of students' core literacy.

2.1.1 Curriculum design for ELT based on academic quality

The aim of English courses in higher education is to develop students' application skills in English, so the courses need to be designed with practical application in mind. It is necessary to combine the objectives of each higher education institution and the direction of talent training, so as to determine the teaching objectives and set the teaching requirements. The design of higher vocational English courses in the core literacy perspective needs to be closely focused on the elements of the indicators of learning quality in the Curriculum, in a way that is compatible with the rigidity of the indicators and with the fundamental laws of higher vocational education, while at the same time being mindful of the various flexible indices that are in constant flux in the dynamic. Therefore, the design of a distinctive ELT quality curriculum needs to be based on the school's teaching programme, teaching objectives, talent development orientation and curriculum resources, so that the teaching of English in schools has a distinctive teaching quality.

2.1.2 An English language teaching model based on academic quality

The objectives of English teaching in terms of academic quality are mentioned in the Curriculum "Core competencies should be implemented in English teaching and arranged and arranged according to the specific situation of the students in order to improve their professional quality and achieve their learning objectives. " As English is a foreign language subject in higher vocational schools, the implementation of English classes must be based on the idea of "constructing a teaching style that is adapted to students' individuality and autonomy" as advocated in the Curriculum. We need to create a new environment for vocational English education based on the current difficulties faced by English teaching in higher education colleges in China, from the perspective of "academic quality", through innovation in thinking, emphasis on classroom teaching, and collaborative development between schools and enterprises; at the same time, we need to focus on the use of information technology to optimise and facilitate English teaching. Through research on the teaching of vocational English courses, the aim is to explore academic quality and focus on effective ways and means to achieve English teaching quality in higher education institutions, so as to form English teaching with college characteristics.

2.1.3 Assessment of teaching and learning based on academic quality

As a measure of student learning in the classroom, the promotion of academic quality needs to be integrated with teaching and learning assessment. The Curriculum states that the process of teaching English at the tertiary level needs to be based on the use of English and core literacy as the main assessment indicators, and on a systematic and comprehensive analysis of the goals achieved by students on the basis of English. It also states that a "scientific assessment system" should be developed and that the multiple roles of educational assessment should be fully utilised. Therefore, English teachers should start by improving the concept of teaching English, focusing on the development of core qualities as the goal, and strengthening the comprehensive application of problem solving for students. This can be achieved through the introduction of the English Language Proficiency Test and the integration of the "Certificate of Proficiency" model; the use of information technology to record students' daily language learning in the form of portfolios based on an intelligent teaching platform; and the full use of assessment and diagnosis by teaching faculties. The teaching faculties should make full use of the multiple roles of assessment and diagnosis to achieve a synergistic effect of human development in order to realise students' core literacy and English application skills.

2.2 Building a diversified and blended English teaching model

The "deep integration of information technology with English teaching" is an important part of the implementation of English teaching and learning, and is an educational requirement of the Curriculum, which requires teachers to actively build a cooperative, open, interactive and authentic teaching environment in the process of teaching English, and to make full use of

network information technology to provide modern teaching for students, guiding them to the use of online learning resources and focus on information literacy enhancement.

2.2.1 Develop training objectives and adopt a tiered approach to teaching and learning

At this stage, the conventional class uniform teaching method is not significantly helpful to some students' learning in higher education institutions due to the different student structures and different levels of English. The adoption of the blended teaching method can solve the common problems of low class participation, lack of learning ability and incoherent teaching. Based on the background of diversified and diverse post-expansion student population with higher vocational development needs, it brings many challenges for English teaching. All teachers need to do is to rise to the challenge, list the teaching difficulties, find the solutions one by one and perfect them. The tiered approach can improve the low quality of English learning in higher education institutions due to the varying structure of the student population and their English proficiency. Tiered teaching method refers to the use of a tiered teaching method according to the students' ability characteristics and English level, which is targeted and reflects the teaching mode of teaching according to the students' ability. Firstly, higher education institutions can plan their stratified teaching according to the stratification of teaching contents, the classification of professional clusters, the stratification of English proficiency, the stratification of college quality objectives and the classification of training objectives. Secondly, the selection of teaching materials and resources for extension modules and basic modules should be carried out in conjunction with the teaching content and talent training objectives, and teaching programmes with nurturing elements should be designed, so as to enhance students' learning interests, stimulate innovative vitality and cultivate their moral sentiments in an effective teaching environment. Finally, we will develop comprehensive skills requirements, including expressive skills, comprehension skills and interactive skills, in conjunction with academic quality stratification standards and professional all-talent training objectives, so that English teaching can be carried out in a targeted manner.

2.2.2 Combining online teaching environment and building a hybrid online/offline model

Currently, the English classroom based on a ubiquitous learning environment and modern educational technology has become an important support for current higher vocational English. English language teaching can be combined with three areas: the use of resources from online courses, the use of classrooms and placements outside the classroom. In particular, online education, such as the Small Private Online Classroom (SPCC), online education includes the learning of language knowledge and online communities. The e-learning method allows students to master foreign language teaching and learning through video instruction, online practice, forum exchanges and question and answer sessions. The classroom teaching, which focuses on the presentation of learning outcomes, the application of language knowledge and the practical operation of classroom tasks, differs from the previous method of pure knowledge transfer and emphasises the practical operation of language use. Extracurricular practice is the application of what has been learnt in practice, and can be used to improve students' English output through the presentation of project results and project practice. In terms of extra-curricular practice learning, to realise the hybrid learning mode of online and offline, it is necessary to make use of relevant platforms, such as Super Star Learning Pass, Mucuo Platform, FIF Smart Teaching Platform, etc. Universities should invest more in online education platforms and increase the publicity of online education resources so as to realise online education functions and promote students' English proficiency, while also encouraging teachers to make full use of education platforms and realise the effective use of education resources.

2.3 Exploring the implementation path of value-added evaluation

Value-added assessment reflects student growth and is feedback to teachers on the effectiveness of their education. Value-added assessment is an assessment of the value gained by students in their learning, with students as the main assessment object, using procedural assessment as a tool and measuring empirical evidence. Therefore, the application of value-added assessment in higher education teaching evaluation has a very significant practical role in improving the quality of higher education talents.

2.3.1 Establishing an indicator system for value-added evaluation of teaching

The value added in the teaching of English in higher education refers to the positive impact on the acquisition of professional practical skills, the learning of theoretical knowledge of English, the career development of students after graduation and the emotional attitude towards the profession. The extent of this positive impact is the level of value added and includes indicators of value added in terms of competence, knowledge and economic value added. The value-added knowledge indicators are knowledge-based and focus on the growth of professional knowledge and practical skills. On the one hand, the corresponding value is obtained through the development of knowledge and competences at different stages of different learning periods and their statistical processing using standardised examinations; secondly, the enhancement of their knowledge and competences is

evaluated through the evaluation of different types of learning behaviour. In the assessment of competency value, students' development in the classroom and outside the classroom is evaluated using a self-statement scale, thus providing an indirect assessment of the effectiveness of English teaching and learning. The economic value assessment indicator is based on a follow-up questionnaire based on students' satisfaction with their education, their graduation earnings and their career development needs.

2.3.2 Use of multiple evaluation tools

Currently, test results in the teaching of English in higher education are the main means of obtaining value added. Teachers can create questionnaires, carry out interview activities and conduct standardised tests based on the use of direct, subjective and indirect assessment methods, such as self-assessment scales. On the one hand, vocational skills assessment models can be established to set up special groups of English majors according to the characteristics of different industries; professional core skills observatories can be set up among university students and they can be evaluated using project-based and group models. Teachers can also assess the net increase in the effectiveness of English teaching by constructing English teaching folders. In the classroom, teachers can use self-statement scales to create learning portfolios for learners in order to keep records of each student's performance, participation, feelings and acquisitions in the classroom; by building a database of English developmental history, teachers can have a better grasp of the actual learning status and value-added data of students, thus helping them to assess the value of teaching and providing them with a better basis for teaching. Based on practical research in the classroom, this paper finds that the tracking of 'portfolios' not only facilitates the implementation of 'personalisation', but also increases students' awareness of independent learning in the classroom.

3. Concluding remarks

The cultivation of students' core literacy is the "outline" and "soul" of the Curriculum as the "central embodiment of disciplinary education". In order to effectively promote the cultivation of core literacy, teachers need to focus on core literacy development goals, clarify the connotation of core literacy, and explore effective ways to cultivate core literacy talents in English, taking into account the characteristics of students and the direction of talent cultivation in higher education institutions, in order to promote the practical application of English course students' learning ability and thus improve students' employment rate.

References

- [1] Ministry of Education of the People's Republic of China. Opinions of the Ministry of Education on Comprehensively Deepening Curriculum Reform to Implement the Fundamental Task of Establishing Moral Education [EB/OL]. http://www.moe.gov.cn/srcsite/A26/jcj_kjcggh/201404/t20140408_167226.html, 2014-04-08.
- [2] Ministry of Education of the People's Republic of China. English Course Standards for Higher Vocational Education Specialists (2021 Edition) [M]. Beijing: Higher Education Press, 2021.
- [3] Fu Wei. The construction and application of the evaluation system of higher vocational English teaching in the context of academic core literacy[J]. *Western Quality Education*, 2022, 8(14):61-64. DOI:10.16681/j.cnki.wcqe.2022.14019.
- [4] Liu Hongmei, Chen Shuai. Exploration of English "five-movement" classroom teaching evaluation based on subject core literacy[J]. *Educational Science Forum*, 2022(23):39-43.
- [5] Heng, J. Hen. The shift of English classroom teaching towards core literacy[J]. *Teaching and Management*, 2022(16):65-68.]Yi Yang. A study on the influence of the secondary English teaching mode on students' English core literacy with the integration of curriculum thinking and administration[D]. Yunnan Normal University, 2021. DOI:10.27459/d.cnki.gynfc.2021.001643.
- [6] Luo Shaoxi, Zhang Yumei. The application of reading circle tasks in teaching and evaluating core literacy in English[J]. *Frontiers of Foreign Language Education Research*, 2020, 3(03):27-33+91.
- [7] Liu Sen. English teaching based on subject core literacy - Reflections brought by the 2018 TESOL China Conference[J]. *Teacher Education Research*, 2018, 30(05):56-60. DOI:10.13445/j.cnki.t.e.r.2018.05.011.
- [8] Yuan Hui. The design of English teaching activities led by "quality of thinking" core literacy[J]. *Educational Theory and Practice*, 2017, 37(29):47-49.
- [9] Chen Yanjun, Liu Dejun. A study on the construction of local English teaching theory based on the core literacy of English subject[J]. *Curriculum. Teaching materials. Teaching method*, 2016, 36(03):50-57. DOI:10.19877/j.cnki.kjcfj.2016.03.009.

Author: Jiaqi Guo (1988. 07-), Female, Han, Nanchang, Jiangxi, Master's degree, Research interests: University English teaching