

# Construction Strategy of English Second Class in Higher Vocational Colleges based on the Cultivation of Professional English Competence

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**Abstract:** In the era of ongoing globalization and talent mobility, the modern service industry undergoes constant transformation. Within the framework of building an education-focused nation, the strategic imperative is to cultivate highly skilled talents in the service sector with strong international communication abilities. The secondary English courses in higher vocational colleges, serving as a robust extension of foundational coursework, are intricately designed to impart practical competencies. These courses aim to enable students to apply acquired knowledge effectively, especially in vocational English for real-world scenarios and future professional pursuits. Hence, the English Second Class in higher vocational colleges should rigorously adhere to a vocational competency training paradigm. Leveraging the disciplinary strengths and professional expertise of higher vocational colleges, these courses should seamlessly align with the institution's overarching talent development program. By creating a dynamic "micro factory" activity environment within the vocational context, these courses strive to cultivate an immersive English learning atmosphere, reinforcing the practical absorption of educational content from the primary classroom.

**Key words:** Higher vocational colleges; The English Second Class; Vocational English; Construction strategies

## Introduction:

The English First class in higher vocational colleges focuses on standardized curriculum teaching, led by instructors. In contrast, the secondary classroom enhances indirect cognitive skills from the "first classroom" with flexible, interest-driven methods. This fosters positive English learning habits, improving vocational English proficiency. The effectiveness of the English Second Class boosts enthusiasm, promoting independent learning and critical thinking. It identifies and cultivates English talents, contributing to competitions and societal activities. English learning is integral to the campus culture, reflecting teaching quality and fostering a vibrant learning environment. It is crucial to establish the second English classroom in vocational colleges based on vocational English ability training.

## I. The Necessity of Establishing the Second Classroom in Higher Vocational Colleges Based on the Cultivation of Professional English Competence

1. It is helpful to expand the classroom teaching content

The implementation of the second class proves advantageous in broadening the scope of English classroom instruction within higher vocational colleges. This involves extending the teaching content beyond the confines of the standard college English syllabus. The emphasis is placed on advancing students' comprehensive application of English skills, aligning with the course content and instructional progression. Additionally, relevant social practice activities, such as keynote speeches, bilingual recitations in Chinese and English, and discussions on contemporary social issues, are organized judiciously. These activities serve to empower students in applying their acquired English knowledge to identify and address real-world challenges, thereby augmenting their vocabulary and sentence pattern repertoire. The pedagogical approach encapsulates the effectiveness of "doing, learning, and using," as evidenced by students' mastery of language knowledge through active engagement in the learning process.

2. It is conducive to meeting students' individual learning needs

The second class embodies traits of openness and flexibility, enabling the dynamic selection of teaching content and the implementation of instructional activities tailored to varying English learning capabilities, interests, and professional characteristics of individual students. This adaptability not only fosters innovation in the English teaching paradigm but also encourages students to engage in profound learning of knowledge points that capture their interest, thereby enhancing their proficiency in English. Furthermore, within the second English class of higher vocational colleges, the establishment of an online "English Learning Resource Supermarket" is proposed. This initiative facilitates students in utilizing fragmented time efficiently to acquire English knowledge via mobile phones and laptops. By creating an accessible platform, it aims to kindle students' enthusiasm for independent learning, subsequently elevating their overall competency in English listening, speaking, and application.

3. It is conducive to improving vocational English language ability

The second class adheres to the thematic focus on academic pursuits, daily life, and professional advancement. It seamlessly integrates vocational English elements into its activities, establishing specialized modules like applied conversational English, industrial English, and business and career English. By showcasing the practical application of English within specific majors, this approach aims to ignite students' interest in English learning, enabling them to proactively acquire vocational English skills. The emphasis is on empowering students to advance their mastery of vocational English, ultimately enhancing their competitiveness in the job market. Simultaneously, the second English class incorporates real-world vocational English cases, integrating them into the curriculum alongside specific academic

disciplines. This involves practical topics such as job-seeking English, English resume writing, and activities centered around American culture appreciation. Through these initiatives, the objective is to further refine students' ability to apply English knowledge in professional contexts, providing them with a comprehensive skill set to excel in their chosen fields.

## II. Analysis of the Current Status of English Second Class Teaching in Higher Vocational Colleges

### 1. Teaching content is not closely connected with classroom teaching

The second classroom is an integral component of the English education framework within higher vocational colleges. However, presently, the instructional content in many higher vocational colleges' second classrooms is disjointed from the established syllabus, lacking a close connection with the textbook's knowledge points. The absence of systematic planning for the instructional content significantly impacts the overall quality of second classroom teaching. In certain instances, English instructors in higher vocational colleges may devote insufficient attention to the second classroom. They often focus on organizing activities such as reading English texts and watching English movies, neglecting the development of English practice activities aligned with the knowledge points covered in classroom teaching. Additionally, there is a failure to guide students in exploring relevant vocational English knowledge.

### 2. Insufficient Integration of Professional English

Some vocational English teachers heavily depend on prescribed teaching materials, overlooking the exploration of supplementary vocational English teaching resources. The second classroom primarily emphasizes English listening and speaking skills, yet lacks practical activities infused with vocational education characteristics. For instance, while certain teachers engage in situational drama performances during the second class, the emphasis remains predominantly on fostering students' listening, speaking, and language skills. Unfortunately, essential practical activities such as enhancing English text organization ability, facilitating team discussions, and conducting English interviews are often overlooked. Consequently, students face challenges in acquiring comprehensive vocational English skills, and the full potential of English teaching in the second classroom remains underutilized.

### 3. The second class activities have become formalistic

The activities within the second English class in higher vocational colleges are relatively simplistic, primarily centered on independent reading, recitation, and English speech exercises. However, there is a notable absence of comprehensive English practice activities characterized by vocational relevance. Furthermore, there is a neglect in conducting practical engagements in collaboration with English clubs, posing challenges in igniting students' enthusiasm for participation in the second English class. In certain educational institutions, the activities within the second English classroom exhibit a more arbitrary nature, displaying limited integration with students' majors, vocational education, innovation, and entrepreneurship education. Additionally, there is a deficiency in substantive activities, impeding students' acquisition of practical vocational English knowledge in the second classroom. This shortfall adversely impacts the enhancement of their language proficiency.

## III. Construction Strategy of English Second Class in Higher Vocational Colleges based on the Cultivation of Professional English Competence

### 1. Creating vocational English scenarios to stimulate students' interest in learning

Vocational English teachers ought to craft a comprehensive plan for second classroom activities, with a particular emphasis on vocational English, aiming to establish scenarios that showcase the intrinsic connection between English and vocational education. This approach is pivotal in kindling students' interest in English learning. Firstly, teachers should curate diverse professional English teaching materials, interlinking professional knowledge with English learning. This initiative is designed to help students recognize the significance of vocational English in both professional coursework and future employment, thereby motivating them to engage in independent learning. For instance, teachers can compile vocational English materials pertinent to transportation services, introducing English associated with airports, urban rail transit, security checks, and other relevant domains. Organizing role-playing activities enables students to simulate the entire process of outbound travel, enabling them to grasp English sentence patterns related to airport services, fixed sentence patterns in tourism English, and other knowledge points that enhance their English application skills. Secondly, teachers can integrate local current events and incorporate English videos from the Hangzhou Asian Games. This involves having students document sports terminology, translate local cultural terms in Hangzhou, and employ other English teaching methodologies. Such activities enable students to comprehend the etiquette of large-scale events, enhance their skills in English news reporting, and refine their abilities in English conversations related to events. Ultimately, this approach contributes to the improvement of their oral English communication skills and adaptability, thereby elevating their proficiency in professional English.

### 2. Developing materials for the second class and optimizing classroom instructional content

Firstly, English instructors in higher vocational colleges should align with the teaching syllabus, elucidate the connection between English classes and the second classroom, and, considering the characteristics of professional English, develop institution-specific textbooks for the second classroom. Standardizing the content of teaching and activities in the second class is essential to enhance its overall quality. For instance, schools can facilitate collaboration between English and professional subject teachers to craft textbooks for the second classroom. This collaborative effort may involve gathering vocational English cases, creating English teaching videos, and accumulating materials such as transportation service reception English and English radio terminology. By doing so, the content of English textbooks for the second classroom can be enriched, catering to the personalized learning needs of students. Additionally, the development of digital

materials and their timely upload to the online “teaching resource supermarket” allows students to engage in independent learning at their convenience. Secondly, grounded in the curriculum’s ideological and political concepts, English teachers should thoughtfully design cases for ideological and political education within the second classroom of higher vocational English. This could include tasks such as collecting translations of Tang poems by renowned translator Xu Yuanchong and guiding students to appreciate these translated works. This approach aims to evoke an aesthetic appreciation for the Chinese language, fostering cultural confidence and elevating the quality of ideological and political education within the second class. Simultaneously, teachers can introduce English novels in the second classroom, encouraging students to translate English text into Chinese. This not only cultivates their cross-cultural understanding but also mitigates excessive admiration for foreign influences, thereby enhancing the overall quality of English education in higher vocational colleges.

### 3. Making good use of the internet to enhance interaction between the second English classroom and students

The internet has deeply permeated the daily lives and academic pursuits of college students, significantly influencing the learning and lifestyle of modern college students. Higher vocational colleges must thoroughly comprehend and apply the pivotal role and practical requirements of blended teaching modes in constructing the second classroom. Diverse network and new media platforms, such as The Youth Study Platform, Douyin, Weibo, Bilibili, and WeChat Video Account, they can be leveraged to expand the implementation of auxiliary classrooms, transcending the limitations of time and place. This approach aims to refresh the format and structure of English second classroom activities. For instance, teachers can conduct online explanations of Chinese and Western festival cultures, curate BBC news videos showcasing global celebrations of the Spring Festival, and guide students in discussing the dissemination of traditional Chinese festival culture worldwide. This method encourages students to contemplate the distinctions between Chinese and Western festival cultures, fostering their enthusiasm for online discussions. Some students perceive that, with China’s increasing influence, learning and using Chinese has garnered substantial interest overseas. Traditional Chinese festivals, integral to the lengthy history and culture of the Chinese nation, mirror the rich social and cultural life of ancient Chinese people, encapsulating profound connotations of Chinese history and culture.

Additionally, teachers can organize online assessments to evaluate students’ learning outcomes in the second class, elucidate topics where students commonly err, assist them in mastering the knowledge points from online teaching, and recommend pertinent English newspapers, novels, and movies. This guidance aims to direct students to expand their learning beyond the classroom, ultimately enhancing their ability to apply acquired knowledge. English teachers in vocational colleges should adeptly utilize the blended online and offline teaching resource platform of the second class to integrate extracurricular materials, broaden students’ horizons in English learning, cultivate their international perspective and cross-cultural awareness, and establish a solid foundation for their future employment.

### 4. Enriching the carrier of English activities and improve the ability of cultural education

Organizing events like Campus English Culture Month, English Talent Show, and Competitions, along with recruiting language service volunteers, effectively engages students and contributes to overall vocational college development. English instructors should coordinate diverse English-themed activities, partnering with school English clubs for events like English corners and salons. Encouraging student-led initiatives and teamwork stimulates motivation for independent learning, comprehensively enhancing English proficiency. For example, a short video competition showcasing Chinese stories in English allows students to explore historical chapters, scenic landscapes, cultural heritage, and cuisine, promoting Chinese culture globally. Teachers can extend the second classroom into social practice, leading students in English language volunteer services for community members, the elderly, and schoolchildren. These activities instill social responsibility and align ideological and political education with the second English classroom in higher vocational colleges, enhancing education quality.

## IV. Conclusion

The second English class seamlessly extends and integrates higher vocational English instruction, playing a vital role in overall teaching activities. Unlike the constraints of the initial class, the second class offers ample time and space to apply knowledge from the first class, catering to personalized learning needs with a focus on individuality. This system significantly boosts students’ interest and proficiency in English, actively contributing to the reform of college English teaching. In vocational colleges, the second English class prioritizes immersive learning in daily and vocational scenarios, fostering practical language application and continual skill advancement. The guiding principle is “practice as the core, English as the overarching theme, supported by vocational English activities,” aimed at enhancing comprehensive language application skills for vocational students.

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