A Survey of Industry English Demand for College English Teaching

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Abstract: At present, the standard of English learning in our country is being improved improperly. In this paper, we will analyze the limitations and lags of college English education and teaching according to the environment and background of industry English demand, and integrate some employers’ standards for staff English ability.

1. Introduction

At present, college English teaching in our country is facing the important stage of transformation and improvement. It is difficult to choose the three different development directions of college English teaching, such as CET-4 and CET-4, general English teaching based on language, English teaching based on scientific research and specialized English teaching with working ability. However, in the process of college English teaching, it is one of the consistent teaching goals to improve students' English application ability and improve their career planning.

2. An Analysis of the Limitations of English Teaching in Colleges and Universities Based on the Survey of Industry English Requirements

2.1. Insufficient Emphasis on Students' Understanding and Learning Ability

In the course of English education and teaching in colleges and universities, it can be seen that there are considerable differences among students in the process of learning and understanding English knowledge. Because of the difference of students' cognitive ability and understanding ability, the basis and level of their own English knowledge are also uneven, which leads to some students’ good understanding and mastery of the knowledge taught by teachers in English education and teaching. Such a situation is gradually obvious in the classroom teaching of English in colleges and universities, and the differences between students’ abilities will hinder teachers’ teaching process and progress to a certain extent, which is not conducive to teachers’ diversified teaching content in teaching. Basic teaching objectives cannot be achieved, how can teachers improve teaching quality? as shown in figure 1 for college English classroom teaching.

Figure 1 English teaching in colleges and universities
Teachers will integrate and evaluate the teaching contents in detail before conducting classroom teaching, and have a very close connection for the problem setting in reading teaching. Teachers can deeply analyze the problems raised by students, and can help students solve the problems of the use of words and grammar in reading. However, most teachers ignore the reflection and summary of students after reading. The detailed summary of students after reading can promote students to effectively integrate their own learning content, straighten out the current learning ideas in the classroom, and gradually construct their own English reading knowledge system. Teachers ignore the reflection after students’ reading learning, cannot sum up the confusion and problems in the process of students’ learning in time, and it is difficult for students to produce the spontaneity of summary and reflection, which is not conducive to improving students’ English reading thinking.

2.2. Universities Unbalanced Form of English Reading Teaching

Teachers have a profound understanding of the teaching content in the process of teaching, and can teach knowledge to students through the teaching process. In this kind of teaching method, with rigorous process, students can read and learn effectively in the learning rhythm provided by teachers, but the whole teaching process is relatively close, students are busy completing the teaching tasks of teachers, and their own independent thinking time is constantly compressed, which makes it difficult for students to have their own understanding and understanding of reading content after completing the reading task. The middle school students’ answers to the teacher's questions are also conservative, which is not conducive to the students’ divergent thinking learning.

2.3. The Teaching of English Reading is Incompatible With the Cultivation of Students' core Competence

Under the influence of college entrance examination, middle school teachers attach importance to the teaching and training of students’ knowledge, not the promotion and progress of spiritual civilization. With the advance of the new curriculum reform, English teaching has been reformed accordingly, but the education and cultivation of the whole humanistic background is still a drop in the bucket, and the students gradually lose their own humanistic background in the unbalanced English teaching, which is not conducive to their own growth and progress. IN the long run, students cannot accumulate good study habits, it is difficult to find good learning forms after students enter the university, and then the imbalance of college English teaching level appears.[1]

3. Strategies for Improving English Teaching in Colleges and Universities Based on Survey of Industry English Requirements

3.1. Improve Students’ English Knowledge Accumulation

According to the study of the employment needs of related enterprises, the current requirements for the recruitment of English specialists in Chinese enterprises are basically, the need to obtain college English level 6 or above certificate, with good English input and output ability, can be independent of foreign staff or customer communication, can be proficient in the interpretation and translation of English work materials. As shown Second, Chinese and foreign business exchanges.
The English subject in colleges and universities is an important basic subject in the process of students receiving education and teaching. In English teaching in colleges and universities, teachers should focus on cultivating students’ ability to use and understand vocabulary and sentences, but not only on the study of superficial phenomena such as recitation of texts and tacit writing of words. In the process of teaching, teachers should take the content of teaching materials as the important basis and starting point, according to the scope of teaching materials set, appropriately expand students’ learning, enrich students’ learning knowledge accumulation, constantly transform and integrate their own teaching content, and ensure that students can obtain a large amount of knowledge beyond the content of teaching materials in receiving English education in colleges and universities, and then ensure the effective improvement of students’ learning ability and level.

3.2. Attention to the Quality of English Reading

According to the relevant employer demand research, the demand for staff English proficiency is increasing year by year, taking XX electric power enterprise as an example, the foreign language ability occupies an important part in the quality structure of staff recruitment, even matches the staff's professional work ability, and the requirement of staff English proficiency is detailed," even less than the English examination outline ".[2]

Reading teaching in English teaching is very important and is an indispensable part of English teaching. Teachers should combine humanistic education with reading teaching effectively. In reading teaching, teachers can give students full time and space to think and understand, students can give full play to their own subjective initiative, feel the magic of literature and the beauty of life in reading, and then enhance their own humanistic heritage. Teachers should respect students’ choice of reading and should not stifle students’ enthusiasm for reading.as shown in figure 3 for Chinese and foreign business talks.

Based on the analysis of the situation in English teaching in colleges and universities above, we should integrate the phenomenon of the students ‘ability is uneven and the level is divided, use positive and effective measures to promote the students to develop their own learning and absorption of knowledge in the process of learning, and master the key and difficult points of English learning in the continuous thinking and summing up. Teachers should reflect and summarize their own teaching contents and forms, explore how to arouse students’ thinking and inquiry in classroom teaching, stimulate students’ learning spirit and exploration spirit to the maximum extent, effectively arouse students’ learning enthusiasm and initiative, and promote the effective improvement of students’ learning quality.

3.3. Combining English Reading With English Writing Teaching

Writing teaching in English teaching is the key link in teaching, and students play a lot of their own subjective consciousness and initiative in writing teaching, which is the key link for students to develop innovative thinking and consciousness, and is also an important opportunity for students to carry out humanities education. Teachers should pay attention to the ideological and political
education and promotion of students in the process of writing teaching, help students to correctly understand and transform the world, create good spiritual civilization construction and activities, students can effectively express their own ideas and emotional changes in writing, and show their own values and aesthetic taste.

In the process of teaching English writing, teachers should also cultivate the humanistic background, first of all, they should establish students’ correct ideological and political ideas and values, students should carry on their own study and life with the love of the country and the people, and establish a sense of social responsibility and ownership. Secondly, we should strengthen the enterprising spirit and competitive spirit in the students’ life, and cultivate the students’ firm will quality.

3.4. Combining English Teaching With Moral Education

Humanistic background is the inner driving force of people's growth and development, people's growth cannot leave the effective promotion of the spiritual world, and has a strong help and guidance for students’ body and mind. English in the process of education and teaching also needs to carry out ideological, political and spiritual civilization education and promotion. However, in the process of English teaching, the imbalance of humanistic education often appears, teachers can only impart knowledge in the process of teaching, but the improvement effect of ideological civilization is not very ideal, and under the serious influence of examination-oriented education, students and teachers pursue the improvement of students’ scores basically, and the cultivation of humanistic information is insufficient, which makes it difficult for students to get their own effective growth and development in English teaching.[3]

4. Conclusion

It can be seen from the above discussion that there are some problems and limitations in English teaching in colleges and universities in our country, and teachers are often affected to a certain extent in the process of carrying out teaching activities, which cannot effectively regulate the current phenomenon of education and teaching, the relationship between teachers and students has not been changed well, the phenomenon of slack in students' classroom is constantly emerging, and then the quality of English teaching in colleges and universities needs to be improved. Using diversified teaching ideas to guide English teaching in colleges and universities can effectively promote the development of teachers’ teaching content, give students a good learning experience, and promote the improvement of English teaching quality and level in colleges and universities.

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