

Discussion on ESP teaching and training strategy for English majors in higher vocational colleges

Liu Fengxing

Beihai Vocational College, Beihai, China

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Abstract: Under the background of "One Belt And One Road" construction and the construction of "community with a Shared future for mankind", this paper discusses the theme and direction of English major training in higher vocational colleges, as well as the talent training strategy under the guidance of ESP teaching mode.

1. Development of ESP

English for Specific Purpose (ESP), also known as professional English, is a concept opposite to general English. It refers to English used in a formal workplace. ESP pays more attention to the language communication ability and application ability, and places more emphasis on a person's comprehensive language skills in a modern work environment. In recent years, with the deepening of reform and opening up, the exchanges between countries have become increasingly frequent, especially after China's entry into the WTO, the demand for practical and interdisciplinary foreign language talents in various industries has also been growing. Higher vocational English major aims at cultivating practical and compound foreign language talents. Therefore, ESP education should be the leading direction in the cultivation of English majors in higher vocational colleges.

With the rapid development of global science and technology, economy and trade, and the increasingly frequent international cooperation and exchanges, the construction of "One Belt And One Road", English, as the common language of international communication, puts forward higher requirements. Society's demand for "language plus specialty" interdisciplinary talents is increasingly prominent. Therefore, it is imperative to combine English teaching with a certain major or a certain subject. British and American scholars put forward the concept of ESP in the 1970s, that is, ESP. ESP is designed to train professionals who can use English within a specific professional context. In the 1980s, with the development of economic globalization, social demand for specialized talents is constantly growing. Business English, Economic and Trade English, Secretarial English and Legal English have appeared at home and abroad(1). Many colleges and universities have set up relevant majors, compiled relevant textbooks, and designed relevant courses. The discipline mode of "language plus specialty" has been formed.

Since the 1970s, ESP has gone through five stages, namely the regional analysis stage, the discourse analysis stage, the target situation analysis stage, the skill analysis stage and the current learning-oriented central stage. In the target scenario analysis stage, it mainly analyzes the situation in which English is used and the communicative content, methods, approaches and language features in this context, and combines language analysis with the needs analysis of learners. This is called the starting point and focus, soul and essence of ESP, which is the reason for the emergence and development of ESP and the fundamental reason for its popularity. The characteristic of vocational education is to apply what one has learned, which is also the vitality of vocational and technical education. The skill analysis stage changes from the superficial language analysis to the deeper level of language learning and use. It focuses on learning and discusses how to learn the language efficiently. The focus shifts from teaching methods to learners' learning strategies and organically combines language use and learning. Therefore, ESP education is suitable for the cultivation of English majors in vocational colleges (2).

2. ESP teaching and English major training in higher vocational colleges

2.1 Higher vocational English major and its talent training

English major in higher vocational colleges refers to the general term of the applied or practical English majors at the junior college level. It cultivates practical talents who have relatively solid English language foundation and relevant professional knowledge, and can use English skillfully, and mainly carry out effective work in modern service industry and other relevant departments. Vocational colleges and universities do not train linguists and translators who are engaged in translation, teaching and research, etc., but, on the basis of relatively solid professional English skills, to cultivate the application-oriented talents who master certain or several aspects of professional knowledge of modern service industry, understand the cultural differences between China and foreign countries, and have strong quality and comprehensive language application ability and effective working ability. Traditional higher education focuses on theoretical knowledge, but often ignores the cultivation of practical ability, so students can't be competent for work quickly after graduation. Higher vocational education focuses on the practical operation and the theory of adequacy, and trains the application-oriented talents being quickly qualified for the job after graduation (3). Therefore, it can show significant advantages and practicality, so as to meet the needs of the modern service industry in the new century. Higher vocational education focuses on the practical operation and sufficient theory. The application-oriented talents can be qualified for the job soon after graduation. Therefore, it can show significant advantages and practicality, so as to meet the needs of the modern service industry in the new century.

2.2 ESP teaching should be the theme of higher vocational English teaching

ESP represents the perfect combination of language learning and professional learning, and is an important turning point in language teaching, that is, the acquisition of language ability transits from the learning of language itself to the combination of professional knowledge and language. Higher vocational English is higher education for cultivating technical talents, and aims at training students' language communicative ability required in production, management and service as well as language application ability in dealing with various foreign-related situations. The English teaching in higher vocational colleges is mainly reflected in its practicality, that is, the English teaching content is closely related to the learners' major, and the learners' English communication in the future professional environment. Therefore, English teaching in higher vocational colleges should focus on cultivating learners' communicative competence. English teaching in higher vocational colleges has strong features of special-purpose English teaching. It can be said that ESP represents the current situation and trend of English education in higher vocational colleges and is the essence of English teaching in higher vocational colleges. Therefore, the reform of teaching mode in higher vocational colleges should further implement the requirements of "focusing on practicality and application". The colleges should focus on ESP teaching, enhance students' learning initiative, strengthen language learning, broaden students' cultural knowledge and improve their vocational ability.

3. The "double" strategies of English major talent training in higher vocational colleges

3.1 The construction of "Double-qualified teachers" troop

With the development of society and the interaction of various majors, ESP teaching becomes more and more important in higher vocational English teaching, which requires ESP teachers to have a reasonable knowledge structure and strong social practice ability, so as to create sufficient conditions for direct employment in the process of education. "Double-qualified" teachers are a special requirement for professional teachers in higher vocational education, that is, teachers of English major in higher vocational education should have both English and related professional qualities and abilities. Strengthening the construction of double-certificated teachers is the key to cultivate high-quality English graduates. A qualified professional teacher should not only have a

solid theoretical foundation, be proficient in the major, and always grasp the development direction of the major, but also have rich practical experience. In order to build a "Double-qualified" teacher team, it is necessary to send English teachers to practice regularly in enterprises or training bases while strengthening the connotation construction. Meanwhile, colleges should strengthen cooperation with enterprises, select a group of English professional and technical personnel to teach or do part-time teachers for improving the structure of the teachers. Vocational colleges should hold various academic lectures, reports and short-term training classes from time to time, and send teachers to train outside the province to learn advanced concepts of education outside the province. Colleges should encourage young and middle-aged English teachers to obtain corresponding post certificates, and increase the proportion of "double-qualified" teacher structure. And last, colleges can select and send teachers for on-the-job postgraduate study, and gradually improve the educational level of teachers. The above approaches are conducive to the development of teachers from a professional to a generalist, thus forming a "double-qualified" English professional teacher team.

3.2 Cultivate "double-certificate" talents

"Double certificates" refers to the higher vocational college graduates who finish the professional courses and get the corresponding diploma, and pass the national or local employment access qualification examination related to their major, and obtain the corresponding vocational qualification certificate. As far as English majors are concerned, "double certificates" refer to educational certificates plus one or more certificates of English proficiency and English-related professional qualifications. Being different from elite education, English major of higher vocational education is mass education and is mainly aimed at cultivating inter-disciplinary English talents that are suitable for corporate positions, which should be oriented to the needs of certain industries. In our country, the professional qualification certificate has become the ticket for an employment personnel to enter a certain employment market, at the same time it is the employment talent's professional ability proof, and also is one of main grounds which the employing unit recruits, hires the personnel. Under current conditions, however, it is difficult for English majors in higher vocational colleges to train their students independently and obtain relevant certificates. So, colleges can consider to contact relevant social training institutions at the beginning, cooperate with each other and conduct joint training, and then gradually transit to the college-based, supplemented by social training institutions for training, and finally can independently carry out the training work of qualification certificates. For students, it is necessary to tell them the importance of obtaining vocational qualification certificates and becoming "double-certificate" talents from the very beginning. At the same time, students should be encouraged at all levels to obtain one or more vocational qualifications while obtaining their diplomas (4). There is no doubt that the dual-certificate system provides favorable conditions for vocational English major students to realize and obtain employment interface through career access.

3.3 "Double layer" teaching mode

Higher vocational students are a kind of special talents, they are not only general high students but also equivalent to high school graduates. We can call them "three schools" students, and "three schools" refer to Secondary school, vocational school, technical school students. Since the English major in higher vocational colleges is not based on the principle of selective admission, the students enrolled are not all students with English expertise. Due to the differences in school education system and teaching methods, many of them have great differences in oral English and listening comprehension. However, most of the "three schools" students have a very weak English foundation and fail to master basic grammar and vocabulary. This part of the students have poor foundation, do not obey the discipline in class, also affect other students' study. This brings great pressure and difficulty to English teaching in higher vocational colleges. Therefore, hierarchical teaching is imperative. All new English major students can be graded on a proficiency test and graded according to their grades. For higher level students, comprehensive skills training such as listening, speaking, reading and writing should be strengthened, and they should be encouraged to

take part in foreign language proficiency tests and various competitions, so that they can pass the professional qualification and vocational qualification examinations smoothly after two years of study(5). In the selection of teaching materials and teaching requirements, colleges may follow slightly higher standards and grade standards for English majors, so that students can have a certain English quality and become a veritable English professionals. For lower-level students, the teaching requirements and training methods can lower standard and focus on cultivating ability and improving quality. The goal is to enable them to master some of the most basic and practical English skills, strengthen the study of the second major if possible, and make them become professional talents with English expertise in future jobs. The "double-layer" teaching mode is embodied in many aspects, such as teaching objectives, classroom teaching, homework arrangement and after-class tutoring, etc. Its specific implementation and effect still need the majority of English teachers to continuously research, study and explore.

3.4 Set up "bi-major"

Higher vocational English majors train professionals who can use English skillfully in a certain field. They are generally working in the forefront of production and service, and they are all kinds of technical, management and service personnel, known as practical "gray collar" talents in the market. Students are required to master certain professional knowledge in order to increase their competitiveness and social adaptability. From the perspective of employment direction of English major students in higher vocational colleges, some of them work as secretary in foreign-funded enterprises or engage in foreign trade work. Some may be a guide, or go to foreign hotels engaged in service work. That is to say, they can do all kinds of modern service jobs related to English. This requires students not only to have a solid foundation in English, but also secretarial, business, tour guide, management, psychology, computer and other related knowledge(6). In view of the market demand, higher vocational English majors can further expand, and consider to adopt "English plus the first professional and plus the second professional" double professional training mode, to cultivate application-oriented talents with good English foundation and solid knowledge and skills of the first and second major.

The cultivation of English majors in higher vocational colleges needs the majority of English teachers to explore actively and link professional English with professional posts closely in the teaching process, and cultivate practical professional foreign language talents directly and serve the society. The ultimate goal of education is the cultivation and development of human beings, and the cultivation and improvement of students' ability and quality cannot be ignored. If students are proficient in professional knowledge, in foreign languages and diligent in work, they will be more likely to be favored by the labor market as "gray collar" talents who can be promoted from the grass-roots level to the management level.

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