

Follow-up Course Construction of College English Based on Vocational Applied Ability

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Keywords: Vocational Application; College English; Follow-up Course Construction

Abstract: The vocational characteristics of higher vocational education determine the importance of English applied teaching. Vocational competence-oriented English curriculum reform should not only strengthen the construction of Vocational English teaching curriculum, but also reform the traditional teaching mode. College English teaching requires the cultivation of students' basic language competence in listening, speaking, reading, writing and translation, the cultivation of students' language output ability, the adaptation of English teaching reform needs, and the promotion of English teaching quality. In the theory of foreign language teaching, listening and reading represent a process of obtaining English information from the outside. This paper explores the application of vocational English and the humanities quality through the definition of teaching objectives, the introduction of project-based teaching mode and the reform process evaluation model. Thoughts and suggestions for the path of reform of the English curriculum in the demonstration colleges.

1. Introduction

In recent years, the college English course has undergone a series of reforms in terms of teaching objectives, teaching content, teaching methods, etc. The college English of each university has presented a phenomenon of blooming in teaching practice and curriculum setting [1]. The new teaching objectives are proposed not only to help students to lay a good foundation in language, but also to develop students' practical skills in applying English, especially in English to deal with future career-related businesses. With the development of global integration, the requirements of internationalization in all walks of life have gradually increased, with particular emphasis on the ability to use English to handle business in professional positions. At present, the English teaching mode in China is obviously still far away from the goal of professional ability [2]. Students' basic qualities and abilities have increasingly become an important yardstick to measure the level of running a university. Among them, English proficiency and ability are one of the important indicators [3]. It emphasizes students' own language learning ability and takes corresponding teaching measures. But if the students accept the input blindly, if there is no effective application of the input language knowledge, at the same time, the input can not be transformed into the students' language knowledge. This course is compulsory for non-English majors. After the students have taken the CET-4, the task of College English teaching has been completed.

The follow-up course construction is still a topic of general concern to researchers, because the follow-up course construction plays a decisive role in the deepening of college English teaching reform. The employment-oriented core goal and talent cultivation strategy of education determines that the setting of English curriculum should be inclined to professionalism, oriented by professional ability, and highlights the characteristics of compound and applied talents of "professional plus foreign language skills" [4]. The current English teaching mode is too singular, the textbooks are not targeted, and the teaching methods lack innovation. The colleges and universities train the skills and applied talents in the front line. We should re-examine the orientation of College English course in students' training, and actively explore, think and practice the innovative reform of the practical teaching of College English course. Even the follow-up courses of College English, such as professional English, are not systematic enough [5]. The reason is that colleges and universities have not paid enough attention to the follow-up English curriculum.

How to change English teaching so that it can meet the requirements of modern vocational teaching system, cultivate students' vocational English ability and improve students' humanistic quality, so as to enhance students' employment ability, has become a question for every English teacher to ponder.

2. A Study of English Teaching Model Oriented by Professional Applied Ability

The problem of curriculum teaching is not only the problem of curriculum itself, but also the problem of teaching idea, teaching method, teaching means and mode, and the problem of students' autonomous learning ability and learning motivation. The aim of curriculum reform is not to increase teaching content [6-7]. Most of the traditional English classes are based on grammar and texts. Teachers tell students to listen. This kind of teaching mode can not arouse students' interest, nor can it really improve students' professional ability. Teaching not only needs to fully clarify the psychological characteristics and language learning ability of College students, but also needs to work hard to reverse their own ideas, better optimize the relationship between input and output, and strive to improve students' output ability based on input teaching practice. There is still a lot of randomness in teaching, lack of systemicity and effectiveness. In the way of teaching, neglecting the inspiration of the learner's intrinsic interest leads to the lack of subjective initiative, lack of motivation and sense of accomplishment in the students' learning. Through interviews, it is found that the English teaching in most colleges is still based on basic English, ignoring the cultivation of students' professional English ability [8]. At the same time, the student's humanistic literacy is not very optimistic. We should pay more attention to improving students' English application ability and workplace ability, so that college English courses should meet the needs of national and social and economic development, as well as students' self-development and future workplace, life and development needs.

At present, there are two tendencies in English teaching reform: one is to cultivate students' sustainable development ability as the center, strengthen basic English teaching, focus on language teaching explanation and skill training, and focus on cultivating students' ability of listening, speaking, reading and writing. Problem situation refers to the pattern of relevant teaching content through a series of questions. The teaching activities are brought about by simple questions related to the content of the classroom, and the content is explained and explained through the problem solving process [9]. At the same time, vocational English courses should enable students to master effective learning methods and strategies, cultivate students' interest in learning and self-learning, improve students' comprehensive cultural literacy and cross-cultural communication awareness, and enhance students' employment competitiveness and future. Sustained development lays the necessary foundation. Effective improvement of teaching quality is conducive to the development of students themselves. As a result, colleges and universities must actively establish innovative teaching team of College English courses, making use of professional skills such as computer, medicine, foreign language and so on. Deep reform of College English teaching and strengthening the construction of follow-up courses of College English have gradually become the consensus of the society. At present, College English teaching still stays at the examination-oriented stage. Therefore, in the limited class hours, English teachers can only complete the teaching tasks, and there is not enough time to achieve the teaching objectives in class to cultivate students' basic ability to use English in the workplace environment.

Reflected in the curriculum content, the improvement of Vocational English ability is mainly achieved through vocational English curriculum. Vocational English is a branch of ESP. It refers to the English used in a certain profession. It has strong practicability and professionalism. Even though some schools have developed ESP courses, most of them adopt the language-oriented model, which seriously deviates from the concept of "employment-oriented, competency-based" vocational education. Itemization of teaching content can change students' passive acceptance of learning content into active problem solving [10]. In order to complete the situational tasks, they need to take the initiative to check the English materials and master the professional English words. This kind of simulation of the real work activities to test the students' knowledge is far better than the teacher's

lectures. At the same time, actively deepen the connotation of the developmental management strategy of the "College English" curriculum. Among the curriculum evaluation and management strategies, one of the trends in the development of curriculum evaluation is the multidimensional nature of curriculum evaluation. It is more conducive to teachers design, carry out personalized teaching activities, enrich the content and form of teaching, mobilize the enthusiasm and initiative of students, play the role of students, and is welcomed by teachers and students.

3. Construction of College English Follow-up Course System

Follow-up courses are courses offered to students at the senior level after meeting the general requirements of College English Course Teaching Requirements. The purpose is to cultivate students' English language application ability. In order to complete the task of English teaching, teachers use more traditional teaching mode in class. Teachers talk more, students practice less, and teachers and students lack effective interaction. From the perspective of curriculum theory, the formulation of curriculum objectives and curriculum design should be based on students' development needs, social development needs and discipline development needs. The design of College English curriculum objectives and contents should be the same. The current English textbooks are divided into two modules: basic English and industry English. Basic English focuses on helping students to lay a good foundation in language and develop their English communication skills in professional situations. Most students study English for grade examinations, and few students associate English with future career development. However, in the option of expected teaching content, most students chose "professional related content". The participation of the in vitro group of education can be individual evaluation, collective evaluation, or back-to-back evaluation, or joint participation evaluation, which has both internal evaluation and external evaluation, both independent evaluation and common evaluation.

Teachers need to make full use of the college's "English independent online learning platform" and adopt advanced teaching methods to achieve students' independent learning ability, comprehensive English use ability and cross-cultural communication ability. The follow-up course can establish three course groups: English language knowledge and skills class, cultural literacy course group and special-purpose English course group. Today, English assessment follows a combination of procedural and summative, but in practice, it is difficult to achieve scientific and fair. It not only refers to the quality and breadth of the communicator's linguistic knowledge, such as the ability to distinguish between sound and vocabulary; but also the cognitive organization and memory storage of the linguistic knowledge of the communicator. To a certain extent, it affects the development and work enthusiasm of English teachers. These problems also exist in the demonstration vocational colleges such as Nanjing Industrial Vocational and Technical College, which restricts the development and growth of English subject. But in this regard, we highlight another meaning with professional characteristics, that is, "respect for craftsmen with special skills". Teachers' role as project leaders or "unit leaders" in guiding students to carry out English training is more conducive to helping students "establish work attitude and standardize work behavior".

The new teaching mode effectively solves the problem of insufficient teachers in follow-up courses, and also mobilizes teachers' enthusiasm and initiative. Therefore, in Vocational Education teaching, the content of courses taught should be connected with vocational standards, teaching process and production process. The traditional teaching mode in English classroom can not achieve the goal of modern vocational education, so project-based teaching mode should be introduced. We should improve the level of internationalization of education in our country. This requirement provides scientific guidance for the reform and setting of College English curriculum in China, which is reflected in the need to provide international English courses for students in Colleges and universities. On the other hand, the status of English subject in many colleges and universities is marginalized. Many colleges have been reduced in basic English classes. Some institutions offer only one semester of basic English courses in the first year and one semester or two semester of professional English courses in the second year. Professional ability-oriented English teaching should not only apply to daily communication, but also to different professional positions. Master

new language materials. At this stage, there are some differences between the accuracy and the specific processing methods of the listening material. Students can get the solution in the new materials according to the output task requirements. Establish a complete syllabus, curriculum arrangement, examination system, unified teaching materials for college English follow-up courses, and standardize the teaching content and formulate appropriate teaching progress.

4. Conclusions

Constructing a scientific and reasonable follow-up course is an important part of the reform of college English teaching. In the reform, students should be trained in English application ability and self-learning ability. The construction of college English follow-up courses based on demand analysis and highlighting vocational English ability training is not only beneficial to improve the quality of students' professional learning, but also helps students adapt to social and professional development needs. Only when the model colleges fundamentally change the concept of running a school, keeping up with the pulse of the market and intensifying reforms, can we cultivate high-quality talents that are welcomed by the society. In the specific learning process, students' learning is more purposeful and their output ability is greatly improved. From this, we can see that the "output ability" oriented college English network writing course is more students' output ability than the previous network teaching. In a word, the choice of English curriculum model and content should break through the traditional teacher-centered and teaching-oriented teaching model, and gradually establish a vocational competence-oriented teaching model. We should try to innovate teaching concepts and methods so that English classroom can really help improve students' vocational competence.

Acknowledgement

City Institute, Dalian University of Technology 2018 Education and Teaching Research Fund, Key Project: Research and Practice on the Construction of Individualized College English Follow-up Courses, Project Number: JXYJ2018002.

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