Research on the Teaching Model of English Quality Education in Higher Vocational Colleges

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Abstract: With the acceleration of the process of economic globalization, cultural exchanges all over the world are becoming more and more frequent. English, as the universal language in the world, is an important medium for people to convey the information, communicate and share. English teaching has always been the focus of teaching work in higher vocational colleges, which has great significance in promoting the improvement of students’ English proficiency and realizing the comprehensive development of self comprehensive ability. In the twenty-first Century, English teaching was characterized by openness, inclusiveness and flexibility, in order to better adapt to the high level of English teaching in higher vocational colleges, which requires English teaching staff to improve and innovate their teaching models according to their own teaching practice. From the perspective of current situation of English teaching in Higher Vocational Colleges, this paper probes into the teaching model of English quality education in Higher Vocational colleges.

Key Words: Higher Vocational College English teaching; present situation; quality education; teaching mode

In the twenty-first Century, the world generally entered the era of knowledge economy, so the requirements for the quality of talents were generally raised. The rapid development of the times has promoted the reform of English teaching, the traditional teaching model taking examination oriented teaching as the basis has been difficult to adapt to the students’ English learning in the new period requirements. Therefore, combine student learning practices and learning goals, take quality education as the main line of education and carry out the reform to traditional English teaching classes in higher vocational colleges, which has become a practical thought for English teachers in every vocational college.
Chapter One Research on the current situation of English Teaching in Higher Vocational Colleges

Since the implementation of the reform of English teaching in higher vocational colleges, it plays a guiding and promoting role in the practice of teaching English. While achieving remarkable results in the English teaching in Higher Vocational Colleges, we should not neglect the questions reflected in the course of English Teaching. The main problems are as follows:

First: Imbalance of students

At present, China’s higher vocational students are mainly made of three parts that are high school graduates, graduates in Vocational High School and Secondary vocational school graduates. A few high school graduates laid a good foundation in English in the middle school, So they hope to further improve their abilities in listening, speaking, reading, writing and translating. Most of the students are poor in English and want to cram the basic language knowledge at the college. Meanwhile, They are eager to learn some application English related to profession for the future employment services; There are some students whose English foundation is almost blank, who have long lost confidence and even conflicted to study English, but are forced to fail by examinations. The diversification of students’ composition leads to the level of students’ English being uneven in higher vocational education. After investigation, we find that the English standard of the students is generally low in higher vocational colleges and the foundation of English is weak, which is manifested in the fact that the English vocabulary is small, the English listening and speaking ability is not enough and lack of English reading and writing ability.

Second: English teaching materials are not in line with the teaching practice

Because of the content of the higher vocational English textbooks is unified planning, and the arrangement of the content of the teaching material does not reflect the hierarchy. It is difficult to meet the learning needs of students with different English level. Moreover, at present, many higher vocational colleges adopt undergraduate textbooks for vocational and technical College Students. Undergraduate textbooks pay more attention to basic knowledge of English but are lacking in practicability Which is not suitable for higher vocational colleges to cultivate practical talents. It lead the students of higher vocational colleges to lose confidence and patience because of the difficulty of these materials.

Third: The teaching method is unitary

Due to the shortage of teachers and insufficient funds, many vocational colleges still adopt the tradition “March, one size fits all” model, many students being uneven in the same classes are taught. The teaching method is
unitary. It is difficult to highlight the concept of quality-oriented education. In many vocational colleges classroom of English teaching, it is still the teaching mode that teachers speak and students listen. There is less interaction between students and the teacher. In the long term development, it gradually dribble away the students’ enthusiasm of learning English. English quality education classroom has also become “indoctrination” teaching. The teaching mode does not reflect the "people-oriented" quality education concept. The implementation of quality teaching in Higher Vocational College English is to take students as the center and aims to satisfy the studying needs of the students to carry out English teaching.

Chapter Two Reform Strategy on Teaching Mode of English Quality Education in Higher Vocational Colleges

According to the above-mentioned questions in English Teaching in Higher Vocational Colleges and combine the needs of the new era, the reform of quality-oriented education is the inevitable demand of English teaching development. Under the guidance of the concept of quality education, the English teaching in higher vocational colleges should focus on the students’ learning practice and the needs, to the greatest extent, help every vocational and technical college student to achieve the full development of their English ability. Combined with the present teaching situation, the reform of the teaching model of quality education to higher vocational colleges can be considered from the following aspects:

1. Change the teaching mode and implement graded teaching.

In the higher vocational colleges where the students’ English level is uneven and the learning purposes are very different, the unitary teaching mode makes the teachers’ teaching and students’ learning very difficult. Therefore, it is the best way out to apply graded teaching according to the different levels of students. This has been successful in the college English Teaching Reform. Specific to the higher vocational colleges, we can conduct all the new students of the whole school for the English proficiency test, according to the results of the test, we can divide the students into A, B two classes. We can use the same teaching materials, but not the same requirements. For a lower level of B class, we can omit some content. For more difficult content, we only need to master some simple communication related to the profession, practical reading and writing to prepare for future work, while for class A, in addition to being proficient in practical English related to the major, we also require the students to be good at listening, speaking, reading, writing and translating, the several basic language skills and English examinations are required to be trained. Meanwhile they are required to pass the PETS for laying a good foundation for future employment and further learning English. In addition, we should change the “teacher
centered” teaching model into “students centered” model, fully mobilize the enthusiasm of students, continue to carry out new teaching practice, and focus on improving students’ English practical ability.

2. Carefully screen the English teaching materials, combined with teaching practice to add or delete the content of the teaching materials.

English textbooks are important tools for students in Higher Vocational Colleges to learn English. Therefore, English teaching staff should be very careful in choosing English textbooks. The choice of English textbooks mainly from the following three aspects to consider. First, the difficulty of the content of English teaching materials should adapt to students’ learning practice, if the difficulty of the English teaching materials deviates from the students’ English ability, they will seem to be difficult to adapt to it. Second is the English teaching material should manifest the gradation. The gradation is for all students, which is to ensure that each one of the different levels of English students can take what he needs in English textbooks. Third is the content of the English teaching material should be related to the future development of higher vocational students and needs to be combined with the students’ employment development in the future each other so as to ensure the practicability of the teaching materials. For example, you can choose this kind of teaching material: it contains practical reading, such as advertising, product brochures, company and factory profiles, etc. practical writing, such as business cards, greeting cards, faxes, invitations, resumes, cover letters, etc. the writing in a practical style or simulated writing. Because it is very necessary for these practical content to train practical personnel of the first line, the students will be very interested, and so study very hard. In addition, every higher vocational colleges can also invite the teachers off campus or organize the teachers of own school to compile teaching materials according to their own professional characteristics and educational goals so that it is more practical.

3. Strengthen the construction of “double qualified teachers” team.

As we mentioned earlier, we need to increase English knowledge related to their major study for Higher Vocational College Students, which requires our teachers not only to grasp English knowledge proficiency, but also know some relevant professional knowledge. The teachers of “Double teacher type” are the most characteristic of higher vocational education, and they are also the best teachers team. How to strengthen this team? First of all, higher vocational colleges should continue to introduce the teaching personnel with both practice ability, and a high level of theoretical quality to enrich the faculty and improve the reasonable structure of teachers; Secondly, teachers must go to the grass-roots enterprises to practice regularly, familiarize
yourselves with the operation, and obtain the latest market information. At the same time, colleges and Universities

English teachers should be encouraged to work as export agents, business consultants, guides and translators to improve the whole quality themselves. In addition, The school should be strict with teacher management and formulate corresponding management regulations, adopt the incentive mechanism, keep strictly the rules for reward and punishment. Besides, schools should provide teachers with opportunities to continue teaching and study further to train high quality English teaching personnel.

Chapter Three Conclusion

To sum up, English quality education in higher vocational colleges needs to be started from many aspects. English teaching staff should be combined with teaching practice being bold to innovate teaching methods to adapt to students learning and constantly cultivate and improve students’ comprehensive English ability.

References:


