

English Abilities Improvement in Vocational Colleges with ETIC

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Abstract—This paper introduces the existing problems and their causes of English teaching in vocational colleges and universities, and creatively puts forward the idea of combining ETIC with traditional teaching to solve the problem of cultivating talents' English communication ability. Then, the paper discusses the inspiration of ETIC to English teaching and the principles of designing specific tasks in English teaching. Last it discusses how teachers should position their roles in this model.

Keywords—ETIC; vocational colleges; English ability; talent training

I. BACKGROUND OF VOCATIONAL EDUCATION

The National Vocational Education Reform Implementation Plan, officially announced on February 13, 2019 points out that vocational education should be placed in a more prominent position in education reform, innovation and economic and social development. Vocational education should be diversified to serve the needs of China's economic development and cultivate high-quality vocational talents. At present, China's economic development is characterized by deepening supply-side structural reform, and China's economic growth will shift from demand-driven to supply-driven. The core of supply driven is the improvement of efficiency, which mainly relies on human capital rather than material capital [1].

During the Two Sessions on March 5, 2019, Premier Li Keqiang of the State Council pointed out in the government work report that higher vocational colleges will expand enrollment by 1 million, indicating that all walks of life in China's social development are in urgent need of high-quality vocational skilled personnel to push economic development to a new level. At the same time, China is implementing the strategy of "The Belt and Road" Policy. At this moment, President Xi Jinping is visiting Italy, and advancing the policy of "The Belt and Road" is one of the purposes of his visit. That is to say, after our economic development has entered the second stage of socialist market economy, scientific and technological innovation is the main driving force of economic development, so senior talents also naturally become the first element of market competition. After the Two Sessions, our country clearly proclaimed to deepen the Reform and Open Policy, which means that China's economic development will

be more closely connected with the world, so the demand of talents is also diversified and internationalized. With their international communication ability, China's advanced ideas will be better accepted by the world in the field of science and technology, culture, politics, etc.

II. THE RESEARCH SITUATION OF VOCATIONAL ENGLISH AT HOME AND ABROAD

With the input of the subject "English in vocational schools" on CNKI, 1,133 papers were obtained. It was found that the research on English teaching in vocational colleges began in the late 1990s and showed a sharp rise at the beginning of 2000. With the strong support of the state, it will surely embrace a new research climax. Vocational college students' English mainly through taking general use English, English for special purposes (ESP, EOP professional English, including research on taking English teaching reform, such as increasing business English course, guided by market demand, reform of teaching materials, teaching under the background of the Internet English teaching model research, with English skills competition to promote the teaching and so on.

Vocational college students' English are improved mainly through English for General Purposes (EGP), English for Special Purposes (ESP), English for Occupation Purposes (EOP). Besides, there are many researches on EGP English teaching reform, such as increasing business English courses, reforming textbooks and teaching based on market demand, studying English teaching mode under the background of Internet, promoting teaching through English skill competition, etc.

Foreign vocational English education started earlier, and some representative figures, such as M. K. Gillespie, Elizabeth Plat and Japan's Gaomu Jiudai, are devoted in their studies on vocational English training courses (VESL) [2]; As for the research of the development of the vocational English course teacher, Nunan D. points out that the university language teachers' professional development refers to the teachers' growing process in vocational skills, teaching experience and attitude. Teachers should not only accept classroom skills training but also the development of language teaching ability test, capability assessment and scientific research methods such as theory of course of study to make teachers from the height of the theory to understand and grasp the students' classroom learning [3]; According to the study of ESP by

1. China Language Assessment (No. ZGWYCPJJ2018046B)

2. Major Education Reform Funds of Tianjin Agricultural University (2017-E-00)

3. The Ministry of Education of Humanities and Social Science Project 2018.

Hutchinson & Waters (1987), since the 1960s, ESP has gone through five stages of development, namely, the stage of semantic analysis, of rhetoric or discourse analysis, of target situation analysis, of language skill analysis and the learning-centered stage.

III. PROBLEMS IN ENGLISH TEACHING IN VOCATIONAL COLLEGES AND UNIVERSITIES IN CHINA

The document *Several opinions on Comprehensively Deepening the Reform of Vocational Education Teaching Reform & Improving the Quality of Personnel Training* [4], vocational education to the fusion, between production and education cooperation, international cooperation in teaching standards development, explicitly stipulates vocational education should integrate production and teaching, cooperate with and enterprises, strengthen international exchanges and cooperation in the development of teaching standards, curriculum construction, teacher training, student training and other aspects to promote education and teaching reform and innovation, actively participate in the formulation of international rules, and enhance the international competitiveness of China's technical personnel training. It can be seen that vocational talents are international talents who will go out and cooperate with other countries. This is such a high requirement that vocational schools are required to have the courage to shoulder the responsibility and face up to the historical mission.

Basic Requirements of The Higher Vocational Education English Teaching detailedly regulates that the vocational college students in terms of communication range, could complete foreign-related task, product introduction and promotion, writing letters and filling in forms, that is to say, students of vocational education should combining their own professional characteristics and keeping themselves internationalized, can complete all related business in English.

However, there are still many problems in English teaching in vocational colleges and universities in China, which do not meet such high requirements.

A. *Students have a low level in EGP and EOP*

The main reason is that the quality of students is poor, and the vocational education students are generally biased by society. It is believed that only poor students will enter vocational colleges and universities, so students' English level is relatively poor;

B. *Poor enrollment leads to poor quality of students*

The poor quality is mainly reflected in the low learning consciousness, no good study habits, no lofty goal planning, not good at organizing time, not persistent in doing things and so on;

C. *Insufficient proportion of vocational English teaching*

Due to the low English level of the students, it is not easy to complete the vocational English learning after completing the teaching task of EGP. First, the vocational students need to master a large number of professional vocabularies, and they

are not self-conscious and have low interest in English learning, which makes it difficult to complete the EOP teaching requirements.

D. *Simple teaching method*

To a large extent, the level of students will affect the way and content of class teaching. Teachers are always afraid that students cannot understand, which limits their motivation to innovate in teaching methods and models.

E. *No practical textbooks*

Generally, EGP textbooks cannot meet the needs of professional English. Both students and teachers need to set situational tasks for their own majors in combination with actual work. The task design should not only be limited to oral English, but also to improve their wiring ability.

F. *No specific vocational English evaluation system*

With requirement to students, teaching materials, teaching unsatisfied, the evaluation system will naturally be ignored, from the perspective of the development of teaching, scientific and effective teaching evaluation system will promote both teaching and learning.

G. *No deep enough cooperation with enterprises*

School-enterprise cooperation is to provide students with a good internship atmosphere and help them understand the employment requirements, which is more conducive to setting their own vocational English learning goals. However, school-enterprise cooperation is not a simple problem, and it requires the coordination of the school, the enterprise and the government. After all, what an English teacher can do is limited.

H. *Lack of senior vocational English teachers*

At present, the state encourages double-qualified teachers to engage in vocational education and teaching. For English teachers, they should be qualified to pass relevant qualification examinations, provide more detailed guidance for students and give professional suggestions on situational teaching. But there is still a shortage of double-qualified English teachers.

IV. ETIC AND ENGLISH TEACHING IN VOCATIONAL COLLEGES

"English Test for International Communication (ETIC)" is an English Communication competence certification system developed by China Language Assessment of Beijing Foreign Studies University, covering five categories: primary, intermediate, advanced and high-end. It aims to evaluate and identify candidates' English communication skills in various international communication activities, and provide references for international organizations, government agencies, multinational enterprises and other institutions to recruit and select talents. "ETIC primary level" is used to evaluate and identify the ability of college students and social personnel to use English in daily reception and familiar workplace. In this way, it is obvious that "ETIC primary level" exactly meets the requirements of English teaching for vocational education in

Basic Requirements of The Higher Vocational Education English Teaching.

A. Enlightenment of ETIC on English teaching reform in vocational colleges and universities

"ETIC", different from academics' detection and evaluation for the purpose of entrance examination, focuses on communication, career service which we should put into the vocational education in English teaching to enable students to communicate in English, i.e. international vision, ability to negotiate and cooperate, cross-cultural understanding and expression ability, ability to analyze and solve problems. Career service is the key features of the "ETIC", helping students in a typical workplace scenario to test their English writing and oral communication ability. Additionally, it not only can help students to pinpoint their learning interest, but also can guide teachers to design tasks in class and autonomous learning after class. can also be combined with network multimedia technology for hybrid teaching, comprehensive vocational college English teaching effect. In this way, it can also be combined with network multimedia technology to carry out mixed teaching, which will comprehensively affect the English teaching effect in vocational colleges.

1) The use of "ETIC primary level" textbooks, makes learning more targeted, and with authoritative textbooks, vivid situational tasks it can not only improve students' interest in learning, but also improve the teaching effect;

2) "ETIC" has reached strategic cooperation with the world's largest human resources company, ManpowerGroup. If you obtain the certificate, you will have the opportunity to work and practice in multinational, foreign-funded and state-owned large enterprises, which will save the trouble of learning to coordinate with enterprises and greatly improve the efficiency of talent cultivation;

3) With the concept of task design of "ETIC", the teachers can creatively redesign the traditional teaching material exercises to improve their practicality and at the same time to realize the combination of "ETIC" textbooks and traditional teaching material.

4) The improvement of vocational English will in turn contribute to the improvement of EGP English, which is a win-win situation for the school. In addition, teachers can take part in "ETIC" test to obtain certificates and become double-qualified teachers, greatly improving the teaching quality.

5) Take this opportunity to increase the number of English teaching hours, improve the presence of college English teachers and living space.

B. Teaching tasks design

The basic problem to be solved by a language test is construct definition, that is, what is tested in the test [5]. Generally, it is divided into three perspectives: trait perspective, behavioral perspective and integration perspective. The "ETIC" adopts the integration perspective, avoids the contradiction of the first two perspectives, and emphasizes the

ability to use language in specific situations (Chapelle 1998) [6]. The specific task types are shown in the table below.

TABLE I. "ETIC PRIMARY LEVEL" TASK TYPES

Oral communication test		Total	Written communication test		Total
Task 1	contact Establishment	5	Task 1	material Browse	5
Task 2	Chat record	8	Task 2	material Analysis	8
Task 3	Business Contact	7	Task 3	Material organization	7
Task 4	Product description	1	Task 4	Material composition	1

The most valuable part of "ETIC" is to evaluate the language competence of the examinee both orally and in writing. Its "Primary Level" test is mainly used to evaluate and recognize the ability of college students and social personages to use English in daily reception and familiar workplace. Oral communication gives full consideration to the communication in real life and enables students to demonstrate their English expression ability in a real context; Task 1 of the written expression section assesses the ability to grasp the general idea of the paragraph; Task 2 assesses the ability to read key information; Task 3: students need to understand the original text and fill in the missing information; Task 4: according to the given situation and key words, students are required to complete about 50 words of email writing to show their ability of written expression.

According to the analysis of the above tasks, English teachers can design the different exercises and texts in different textbooks into the tasks for "ETIC" examination, so that students can pay more attention to the textbooks.

1) The after-class thinking questions and oral discussions in comprehensive or intensive reading courses are redesigned as oral tasks with workplace English situations, which must be combined with students' major; Choose 80% of the text paragraphs to summarize the general idea of the paragraph to prepare for the first three tasks of written communication; The writing exercises of selected units should be modified into Task 4 in written section of "ETIC"; Each unit selects a paragraph for the students to recite to improves their ability to grasp the sentence structure, and lays a foundation for the oral communication section.

2) Choose simple sentences in listening and speaking textbooks for students to repeat and dictation to improve their grasp of the structure of phonetic input information; Encourage students to listen and repeat the typical conversation; Then read the sentences after the passage. Choose brief recordings and ask students to record the basic information.

C. The positioning of teacher's role

Teachers should constantly adjust their roles according to the needs of The Times, the expectations of the society, the expectations of students and the needs of the market. However, no matter how it is adjusted, it is to give full play to its leading

role as a teacher and improve students' language literacy. The teacher's role "ETIC" teaching should be as follows:

1) A patient guide

Due to the poor English foundation of vocational education students, the teacher should be a patient guide to offer detailed explanation, so that every student can improve, really believe in the teacher, admire the teacher, from the bottom of my heart to accept the teacher's guidance.

2) Practitioners of teaching reform

Teachers, who have direct contact with students, have the best say in teaching reform, should study educational theories assiduously, and boldly put forward new and feasible teaching reform plans to improve teaching quality.

3) Student-centered organizers and designers

In the English teaching combined with "ETIC", the key is the effect of teaching tasks. Whether teachers can get feedback in a timely manner lies in teachers' detailed arrangements, attention to the learning progress of students at any time, timely discovery of the problems they encounter in learning to prevent them from being bored.

4) The elderly to provide solid backing

Teachers need an authority to make students firmly believe in you, in your teaching method and philosophy, and believe that you will eventually lead them to success, so as to increase their confidence. The method is not fixed, and they can play to their strengths, for example, by passing the "ETIC".

V. CONCLUSION AND DISCUSSION

At present the country is determined to improve vocational colleges' students with language literacy, international communication to foreign task, but vocational colleges English practical teaching situation is not optimistic. Many of their English language skills do not meet international communication needs, so under the premise of student-centered and teacher-led teaching, educators should make efforts to study teaching methods [7], innovate teaching modes to make them diversified, and realize interactive teaching [8]. The content of study should conform to the characteristics of the Times and meet the needs of job security. With the

emergence of the "ETIC", we expect it to play a greater role in the new strategic era of national development, so that more professional talents have the core quality of international talents such as English communication ability.

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