

# Research on the Construction Strategies of Vocational English Effective Classroom in Higher Vocational Colleges

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## ABSTRACT

This paper points out that with the development of economic globalization, it is urgent to further improve the English application ability of students in higher vocational colleges. However, due to the misunderstanding of efficient classrooms in higher vocational colleges, problems such as rigid teaching modes, insufficient student subjectivity, and backward assessment mechanisms have hindered the construction of efficient professional English classrooms in higher vocational colleges. Therefore, in order to achieve the goal of building an efficient vocational English classroom, the paper proposes that higher vocational colleges should start from the aspects of improving student subjectivity, enriching teaching methods, setting up incentive mechanisms, and improving teachers' ability.

**Keywords:** higher vocational colleges, English classroom, efficient classroom, construction strategy

## I. INTRODUCTION

In the wave of economic globalization, Chinese society has higher requirements for the language ability of talents from all levels of society. Vocational English, as the language branch most closely related to business enterprises, should be the forerunner of efficient classroom construction. Higher vocational colleges mainly provide applied talents to the society, and the language quality of applied talents will directly affect the development of specific industries and related industries. Therefore, it is imperative for higher vocational colleges to construct efficient English classrooms. However, in the teaching of higher vocational colleges, it is usually found that the schools pay too much attention to the teaching of professional courses and the improvement of students' professional skills, but do not pay enough attention to the teaching effect of public professional English courses. In professional English classrooms, students can often find phenomena such as poor English foundation, lack of learning interest, poor learning results, and low teaching enthusiasm for teachers. These phenomena hinder the improvement of students' professional English ability and affect the construction of effective classrooms for professional English in higher vocational colleges.

## II. THE BASIC CONNOTATION OF EFFICIENT CLASSROOM

Efficient classroom refers to a classroom with sufficient teaching resources through the input of sufficient educational resources to achieve higher teaching efficiency. "In the process of cultural and knowledge exchange and transfer, scientific and effective teaching methods are used to enable students to obtain good knowledge education and sentiment" [1]. From the perspective of teaching effect, there are mainly two levels to judge whether the teaching classroom is efficient. The first level is whether the teaching efficiency can be maximized, that is, whether the student's learning investment and learning gain are proportional to the fixed teaching time: if students have a high ratio of energy and resources to knowledge acquired within a limited period of time, it means that classroom teaching is more efficient; otherwise, it couldn't meet the definition of efficient classrooms. The second level of judging an efficient classroom is the teacher's teaching impact: if students are deeply affected by the teaching, that is, they are affected by the teacher, develop good learning habits, and form good learning thinking, etc., they can be considered to have achieved high efficient classroom standards; in the contract, it couldn't meet the standards for efficient classrooms.

By analyzing the definition of efficient classroom, it can be found that, in popular terms, efficient classroom refers to whether the teaching goal can be accomplished

with higher efficiency and achieve better results. Vocational English in higher vocational colleges is designed to improve the vocational English ability of students in higher vocational colleges on the basis of improving their professional English literacy. Furthermore, the orientation of higher vocational colleges is to focus on cultivating students' practical application skills related to occupations. Therefore, vocational English classrooms in higher vocational colleges should be committed to the characteristic development of the integration of English and occupation, and then continue to improve the vocational education. The efficiency of vocational English classes in vocational colleges improves students' application ability.

### III. PROBLEMS IN VOCATIONAL ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES

#### A. *The reform is not deep enough and the teaching model is still rigid*

With the development of reform and opening up and the improvement of the overall education level of the society, the reform of the education system has also continued to deepen. However, there are still many colleges and universities that are unable to implement the reform content for various reasons, so many higher vocational colleges still retain the traditional teaching model. The traditional teaching mode is the teacher-oriented, students-assisted, and lecture-based teaching mode. Under this model, the knowledge learned by the students is forcibly instilled by the teachers rather than taking the initiative to learn by themselves. There is less classroom interaction, a poor classroom atmosphere, and no innovation in teaching. Lectures tend to be formal, teaching materials are backward, and content is tedious. Such English teaching not only can not improve the learning efficiency, but also easily annoys students, thus forming a vicious circle of "boring and not wanting to study, the more they don't want to study, the more weary they are" among the students. Especially English, a discipline that emphasizes long-term accumulation and emphasizes teaching effectiveness and efficiency, for a long time, the lack of innovation in teacher teaching models has seriously affected students' English learning efficiency and application ability.

#### B. *Teacher-student relationship is not harmonious, and student subjectivity is insufficient*

Affected by traditional teaching concepts, teacher-student relationships in professional English classrooms are often not handled well. The reason is that in the traditional teaching relationship, classroom teaching is usually dominated by teachers, off-class learning is also dominated by teacher compulsory orders, and students are always passive; affected by this relationship,

students are forced to learn by obedience to the teacher most often, so this relationship has always existed in and under the classroom, and the teacher-student relationship has also been difficult to improve. If the teacher-student relationship cannot be improved, the construction of college English classrooms will be impossible. The reason is that under the traditional teacher-student relationship, on the one hand, students are passive in learning, lack of thinking, lack of autonomy, and it is difficult to truly take the initiative to master knowledge and put it into use; on the other hand, the student's subjectivity has not been exerted for a long time, leading to the growth of students' rebellious psychology, which is prone to weariness. The classroom teaching atmosphere becomes worse, the interaction becomes less, the teacher-student relationship is indifferent, and the teacher's teaching and student's learning efficiency are greatly reduced.

#### C. *The assessment mechanism is backward, and it restricts student's development*

For a long time, there has been a serious drawback in China's education industry, that is, the serious impact of exam-oriented education has led to the problem of backward evaluation mechanisms from primary and secondary schools to high schools and higher education. Although formative evaluation has been implemented for many years, its evaluation components are still test-oriented, and its proportion is still low in the comprehensive evaluation at the end of the period. Judging from the teaching assessment standards of most higher vocational colleges, the focus of school assessment has always been on professional knowledge and skills, not on the weak English discipline. Due to the inattention of the school and "lack of a relatively complete English teaching evaluation system" [2], the goal of constructing efficient English classrooms in vocational colleges has been difficult to achieve. Higher vocational colleges mainly focus on cultivating application-oriented talents, and the subject of professional English requires objectively diverse, procedural, and practical standards. If the professional standards and the English discipline cannot be well balanced in the assessment standards, eventually it will impact the development of students' English proficiency and professional ability.

### IV. MISUNDERSTANDINGS IN CONSTRUCTING EFFICIENT CLASSROOM IN HIGHER VOCATIONAL COLLEGES

#### A. *Enhancing students' enthusiasm can make it efficient*

Many higher vocational colleges have recognized the importance of student subjectivity and enthusiasm for learning in order to build efficient English

classrooms for vocational English. Therefore, in the course of vocational English classroom teaching, teachers also make efforts to improve students' enthusiasm for learning and design a variety of teaching activities for students, games, business talks, business English lectures, professional English sitcom performances, professional English debate, etc. From the perspective of the classroom effect, students' subject status in the classroom has indeed improved, and the atmosphere in the classroom has also shown a dynamic atmosphere. However, from the actual situation, it can be found that many classroom activities are time-consuming. Sometimes even the presentation of the students alone takes up most of the class time, and the participation of the students is not enough, the evaluation of activities is not enough, and the systematic mastery of professional English knowledge is not enough. It can be seen that although English teachers have made great efforts to build efficient classrooms and arranged many activities, the final teaching efficiency is not obvious. In the final analysis, the root cause of this phenomenon is that teachers do not understand and implement efficient classroom concepts in place. Because of the effective classroom teaching of professional English, not only the effect must be maximized, but also the efficiency must be maximized. "Light burden, low consumption, high output, all dimensions, and high quality" are the standard of the efficient classroom [3].

#### B. Using informationized teaching can be efficient

Using information technology to assist professional English classroom teaching is an effective way to improve the efficiency of professional English teaching in current days. From the perspective of information technology, compared with traditional teaching classrooms, it has many advantages. First, the use of information technology can improve classroom teaching efficiency and student enthusiasm. In specific teaching, teachers can use pictures, videos, audio, teaching platforms, mobile tools and other vehicles to teach, guide students online and offline to learn, and then make the abstract knowledge points more concretely presented to students. However, in the final analysis, information technology means is only a tool to assist teaching. If information technology is abused, informationization for the purpose of informationization, and excessively raising the status of information technology means will make the teaching of English classroom upside down, but will not achieve the real significance of teaching. Excessive teaching process of showing off technology may make students tired after one lesson. Only the stimulus of applying information technology is kept in mind, and the teaching effect decreases instead of increasing.

#### C. Teaching examination skills can be efficient

Due to the influence of traditional test-oriented education, the focus of vocational English teaching in many schools is still on coping with examinations, from students and teachers to departments and schools, they all emphasize on all kinds of tests that are directly or indirectly related to vocational English. Therefore, in order to improve teaching performance and teaching results, teachers focus on the teaching of test-taking skills. Teachers analyze the focus of the test papers and then teach the students problem-solving methods to improve students' test grades. Although this method can improve students' performance to a certain extent, it does not help the students' ability to apply professional English. [4] In a short period of time, this English teaching method may be manifested as an improvement in classroom efficiency, but in the final analysis, it will only make the professional English classroom in higher vocational colleges an empty shell for the teaching of examinations.

### V. STRATEGIES FOR CONSTRUCTING EFFICIENT ENGLISH CLASSROOM IN HIGHER VOCATIONAL COLLEGES

#### A. Enhancing students' status and giving play to their subjectivity

To construct an efficient English classroom for vocational colleges, it is a must to first respect the subjective status of students and change the phenomenon of discordant teacher-student relationships in traditional classrooms. An efficient teaching classroom should be a classroom where teachers and students develop harmoniously, communicate on an equal footing, make progress together, and promote each other. However, since students have been influenced by the concept of a teacher-oriented teacher in the classroom since elementary school, the student's subjective status is not enough, and the subjectivity has not been fully exerted. Therefore, the study interest, enthusiasm, and learning potential have not been fully improved. Therefore, in the process of constructing an efficient classroom for professional English, teachers should return the student's status as the subject of teaching on the basis of respect for the status of students. By designing rich career situation activities closely with textbooks, through project orientation and task-driven, students' enthusiasm can be fully mobilized, so that students can learn and do in school, and exert their initiative. In English classrooms, teachers can also allow students to perform professional English content performances by means of sitcoms. In the process of performing, they can deepen students' understanding of course content, professional knowledge, and improve their practical ability. In short, by improving the subjectivity of students, not only can they improve the

enthusiasm of students, but also improve the teaching efficiency of English classrooms. [5]

#### B. Enriching teaching methods and improving classroom teaching efficiency

To construct an efficient professional English classroom, higher vocational colleges must abandon the shortcomings of the single teaching method in traditional English classrooms, enrich teaching methods, and improve classroom teaching efficiency. In the teaching process, teachers can first use multimedia to construct scenario teaching and use scenario teaching methods; they can use task-based teaching to improve the teaching efficiency of English teaching on a task-driven basis; they can also use flipped, SPOC mode, mixing and other new information-based teaching methods to teach, to improve classroom teaching efficiency. Secondly, there are a large number of reading materials for occupational occasions in the textbooks of vocational English teaching in higher vocational colleges, so teachers can arrange a certain division of labor for the content of these articles, and then let students perform role-playing in the workplace and present the texts through performance. By adopting rich and diversified teaching methods for teaching, students can truly learn the corresponding professional English knowledge, make boring English classes more active, and greatly improve classroom teaching efficiency.

#### C. Establishing incentive mechanism to stimulate students' enthusiasm for learning

In addition to enriching teaching methods, the way to improve students' enthusiasm for learning can also be achieved by designing incentive mechanisms. Through the establishment of an incentive mechanism, students can learn from English to the whole process of English teaching and enjoy the fun of English teaching. First of all, teachers can set up a classroom praise mechanism in the classroom of classroom teaching. They can ask questions through a variety of ways, such as "teacher asks and students answer", "you ask and I answer", "I ask and he answer", and then ask students to take the initiative to answer, praise those who answered correctly, and encourage those who answered incorrectly. In addition, it is necessary to continue to advance the reform of the procedural evaluation mechanism, rationally set the ratio of ordinary grades to final grades, and optimize the components of ordinary grades. Furthermore, it is also necessary to set up a new type of assessment and reward mechanism, reward scholarships for students who have made progress in learning and outstanding performance, and encourage students to continuously improve their interest, enthusiasm, initiative and efficiency.

#### D. Improving teachers' ability and changing teaching roles

Teachers are the backbone of vocational English teaching in vocational colleges. The comprehensive teaching ability of teachers will directly affect the teaching effect. Therefore, in order to build an efficient vocational English teaching classroom, vocational colleges and universities must continuously improve their professional and teaching abilities, including the ability to innovate teaching ideas, the ability to update teaching methods, the ability to develop teaching resources, the ability to apply information technology, the ability to practice in the workplace, the ability to apply teaching and so on. In order to improve the comprehensive teaching ability, in addition to the school's regular increase in training of teachers, teachers themselves must actively develop the habit of continuous learning and continuously improve their theoretical level and practical teaching ability. After teachers have sufficient teaching ability, they must also change their teaching concepts and change their teaching roles: in terms of curriculum construction, they become the constructors of a new view of classroom teaching and curriculum; in terms of cultivating students, they actively become the leader of students' active learning, focus on improving the efficiency and effectiveness of classroom teaching; in the teaching of English courses, it is necessary to expand classroom space, extend classroom teaching before and after, and achieve multiple developments of teaching positions and teaching methods.

## VI. CONCLUSION

To sum up, in order to build an efficient English classroom for vocational colleges, it is necessary to first correctly understand and comprehend the basic connotation of efficient classrooms, and then strive to achieve the integration of English teaching and industry characteristics. In the process of teaching, it is also necessary to continuously improve students' ability to apply professional English [6]. Especially in the practical teaching of professional English, it is a must to not pursue too much at once. It will be a necessity to pay attention to down-to-earth, from scratch, from basic knowledge teaching to in-depth teaching and practical operation and practical application, and finally achieve the construction of an efficient English classroom. Only by effectively improving the teaching efficiency of vocational English teaching classrooms and students' learning effects, can it really achieve the goal of constructing efficient vocational English classrooms in vocational colleges.

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