

# Analysis on Effective Teaching Strategy Construction of Higher Vocational English

Jianxian Huang

Chongqing College of Finance and Economics, Chongqing 402160, China

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**Abstract:** It is the significant sign of higher vocational English teaching to take promoting the basic level of school and cultivating applied talents in modern society as major objective. This process of education can provide powerful help for educatee in future employment and study. English educational reform has been carried out for 6 years during which great achievements have been realized. Of course, many problems which can not be ignored are profoundly affecting the development and level promotion of higher vocational English teaching. Therefore, conducting researches on higher vocational English teaching can not only greatly enrich vocational education contents but also effectively provide powerful help for specific teaching reform.

With the rapid development of higher vocational education in recent years, researchers' concern for higher vocational education is constantly growing. Many problems in higher vocational education development have aroused attention of researchers and teachers in higher vocational colleges. At present, the development of English teaching in Chinese higher vocational colleges obviously falls behind new situation and requirements. Phenomena like "high scores and low abilities", "dumb and deaf English", etc appear, and the English application ability of graduates in higher vocational colleges is poor. Therefore, effective teaching of higher vocational English gradually becomes a hot topic in research. As a front-line member of public English teaching in higher vocational colleges, the writer attempts to conduct an elementary research from this hot topic. Starting from the current situation and existing problems of higher vocational English teaching, this paper discusses the higher vocational English teaching theory in China and its existing problems at present. In addition, the writer on basis of his own teaching practice tentatively begins with each link of higher vocational English classroom teaching, explores effective measures of higher vocational English effective teaching, and achieves favorable results.

Since the reform and opening-up policy, China has accepted more and more foreign culture. With the globalization of current economic development, cooperation of countries in the world becomes closer and closer, in which English as an Interlingua has played a vital role. On basis of the situation, all institutions of higher education should grasp this opportunity, adjust to the current social requirements, and cultivate more specialized talents for all sectors of society. Higher vocational English is a compulsory course in all institutions of higher education. Teachers' teaching level and teaching efficiency directly affect whether the cultivated hi-tech applied talents can meet the present social requirements or not. Therefore, it is necessary to research and improve higher vocational English teaching. We should keep exploring and find out a more appropriate teaching method.

## 1. Basic information of current higher vocational education

### 1.1 Students' English is poor and their basic application ability is lacked

As for higher vocational education students, their basic level is very poor when they enter the colleges, because their learning starting points are relatively lower. Therefore, their English performance is generally lower than the average level. Some students are even unable to read basic international phonetic sign when entering colleges. As a result, students in daily life and study are afraid to open their mouth and speak English. As time passes, "Dumb English" generally called by people forms. Even though their writing and reading ability is very capable, expression and pronunciation become really complicated problem. Consequently, it is extremely difficult to improve students' English level. Through investigation, the writer finds out that the start points of

learning English in different schools are different because of territorial diversity. Generally, students begin to learn English since the third grade in primary schools, but in developed cities like Beijing and Shanghai, students' English teaching is relatively earlier. Some even start to learn English the first day when they enter school. Supposing that as for those who start to learn English since kindergarten, their English level can never be too bad. However, students in some remote areas learn English very late. They always start to receive English education from the sixth grade in primary school or even junior high school. Most students receive exam-oriented English education. Schools do not pay attention to students' spoken English development. As a result, students' English level will become worse and worse, and students even become weary of studying. All these situations above will be turned to obstacles of students' English learning in the future. Therefore, relevant educational departments should start from the childhood, improve students' English level at elementary education stage, and realize a comparative great improvement for students' integral English level.

### 1.2 Teacher troop construction is unreasonable

We generally judge whether the construction of a teacher troop is reasonable in accordance with the amount, age, education background, job title, proportion of teachers and students, etc. Through investigation, it is showed that the in-service English teachers in a higher vocational college are mostly postgraduates and the age structure is dominated by young teachers. According to detailed statistics, there are only 6 English teachers above 30 years old, taking 23% of total English teachers. English teachers under 30 years old are the main group. Seen from the situations of introducing teachers in recent years, more than three-quarter English teachers are fresh graduates who just graduate from universities and colleges. These teachers enjoy exceptional advantages in aspects of energy, personal memory, reaction speed, and teaching creation. However, as fresh graduates, they are lack of basic work experience and teaching ability. Therefore, the young teachers' ability of supposing scenario and asking students to conduct favorable communication and interaction in class is very poor. Colleges should organize training for young teachers in order to improve their teaching levels and meet teaching requirements.

### 1.3 Favorable English learning environment is not formed yet

As we all know, English learning is an accumulating process which needs daily accumulation and utilization to really improve the English level. Generally, English class in higher vocational education is set as 4 classes to 6 classes a week, but it is obviously impossible to accomplish all the learning tasks of listening, speaking, reading and writing in such a short time. Secondly, for lacking of teachers, the English teaching in higher vocational colleges is mostly conducted through the way of combined class. There are too many students, so the teachers are unable to pay close attention to every student. Consequently, students will become sluggish in process of English learning. Thirdly, the overall learning level and independent study awareness of students in higher vocational colleges are relatively poor, so few students will spend their spare time in learning let alone getting up early to do morning reading. Against this background, it is difficult for colleges to build favorable learning atmosphere. Students are unwilling to do active learning, so achieving the expected teaching effects is scarcely possible.

## 2. Application of effective teaching strategy in higher vocational English teaching

### 2.1 Changing original teaching thoughts

We consider the teachers' thinking results of teaching problems as teaching concepts in order to judge their predictive ability. Teachers always play a dominant role in actual teaching process and their teaching concepts will directly influence the final teaching effects. As for researches on teaching effectiveness, we may find out in reality that teachers can achieve better teaching effects as long as they are able to timely abandon old ideas and accept new thoughts. Therefore, changing teachers' teaching concept is the precondition of improving English teaching effectiveness.

Independent study is the educational objective of higher vocational education after teaching reform at present. In the background of independent study, teachers' leading role in classroom gradually fades away while students' dominant position in classroom attracts more and more

attention of educators. In general, teachers' position in classroom is just changed and they are still all-important for class. The role of teachers in nowadays classroom has been changed from traditional dominator to classroom leader. Their main function is leading students to study hard and it is actually the students guided by teachers who play the dominant role. Moreover, teachers' another significant role lies in creating learning environment for students. In the learning objective of independent study, a good learning environment is rather vital for students. It can greatly improve students' independent study efficiency. Teachers as the creator of students' learning environment should firmly grasp the role as teacher in new teaching background, give full play to teachers' effects, change traditional teaching ideas, and constantly adapt to new role.

## 2.2 Using interest to guide students' study

Interest is the best teacher in study. Bloom once put forward a very famous taxonomic theory of education which in accordance with different educational attitudes divides educational objective into five types namely acceptance, reaction, evaluation, organization and internalization. Five educational objectives are classified from low level to high level. Acceptance as the lowest level in this theory has nothing to do with interest. Students only accept passively, so the learning efficiency in acceptance is also the lowest. Insipidity is the main reflection of students at this level. They have apparent repulsive reaction of subjects. This research also finds out that teachers at this level just ask students to focus passively, which belongs to passive education.

Therefore, it can be concluded from above taxonomic theory how important cultivating students' learning interest is in actual learning process. English education in higher vocational colleges is the same. Teachers as the dominator of new teaching methods should apply various teaching approaches to class, stimulate students' learning initiative and arouse students' interest, so that the students will actively throw themselves into English learning in higher vocational colleges. In practical teaching, teaching methods which are summarized to cultivate students' learning interest contain doggerel method, riddle method, heuristic method, image teaching method, imitation method, body language teaching method, etc. All these are effective interest incentive methods. By using these methods and some specific learning activities in classroom, students' learning initiative can be greatly improved. It is worth mentioning that teachers should grasp these teaching methods, take their own practical situations into consideration, and finally choose the most appropriate one, so that they can yield twice the result with half the effort.

## 2.3 Flexibly applying teaching methods to practical teaching

In classroom teaching process, only by setting diversified learning contents on basis of students' inherent differences can teachers to some extent meet students' learning need. Teachers should conduct differentiated teaching methods in accordance with learning interest, basic knowledge, cognitive structure and learning style of every student, so that students' can achieve better development, give full play to their own advantages, and truly improve the effects of course teaching. The most important method carried out in differentiated teaching process is multi-level teaching which should be fully applied and implemented in effective teaching courses. According to analysis and research on the comprehensive performance of students in higher vocational colleges, students' English performance is generally unsatisfactory. If English teaching is forcibly carried out in line with united teaching standards, it will inevitably cause that more students can not follow the pace of overall teaching and eventually give up. Such kind of teaching result is not what we have anticipated. If we want to change this teaching status, multi-level teaching method must be adopted on basis of students' basic English level. It is to realize that multiple teaching methods in English class can match students at different levels and promote their comprehensive English by different levels.

In addition, situational teaching method can not only make teaching contents lively and close to life but also make students feel particularly close and comfortable. We can take higher vocational tourism English as main example. Teachers try every effort to create all aspects of setting next to the reality, and then ask students to practice receiving guests in tourism office, making phone calls or explaining specific schedule. Such kind of setting can not only improve students' interest of learning English but also fully arouse their enthusiasm. It activates the classroom atmosphere,

strengthens students' confidence in using English, consolidates their professional English knowledge, and also enhances their personal communicative competence. In higher vocational English teaching process, situational teaching method is very appropriate which improves English teaching quality and level from multiple aspects and further enhances students' spoken English proficiency in comfortable and relaxed teaching environment.

#### 2.4 Students can achieve maximum development

Effective teaching must insist on taking students' development as fundamental and regarding students' progress and improvement as basic measurable standard. Higher vocational English effective teaching should pay more attention to not only students' performance but also their physical prowess, rich affection and social adaptability promotion. Three aspects namely "knowledge and skill", "process and method", and "affection, attitude and value" should be used to inspect whether students have achieved comprehensive progress and improvement.

### 3. Conclusion

In conclusion, higher vocational English teaching as a new-style teaching model still needs deep research and analysis. In process of researching how to apply effective teaching strategy of higher vocational English, this paper combines various aspects of higher vocational English teaching characteristics and puts forward several strategies to solve problems on basis of problems in research. These strategies have played a leading role in many fields of higher vocational English effective teaching. Of course, education researchers should make common efforts to give full play to the effective teaching model of higher vocational colleges.

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