

A Study on Talent Training Mode in Practical English Language Teaching

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Abstract. The rapid development of China's economic promotes the demand of the society for applied talents in English, especially in international trade, tourism management, hotel management and other businesses. The expansion of the demand of the society on the applied talents in English not only promotes the expansion of the English language teaching, but also brings a series of quality problems in talent training. To deal with the problems such as undefined training goal, the unstable teaching practice base, unsatisfied teaching practice, imperfect appraisal system and so on, through the analysis of the current talent training strategies in practical English teaching, it is proposed in this paper that the schools should further clarify the English professional educational goals, strengthen the proportion of the practical courses to improve the education quality, innovate the school-enterprise cooperation training mode to make the graduate adapt to the needs of the society, take the relevant managers of the enterprise as the supernumerary teachers of the practical courses, reasonably extend the practice teaching teachers, and use the scientific evaluation methods to measure the teaching effectiveness after the end of the course. Through improving the current talent training mode, the effect of current English application language teaching is enhanced.

Introduction

After China's reform and opening, our economy has maintained a momentum of rapid development for many years, the international business, tourism, hotel industry and other businesses have a higher annual output growth than the world average. Along with the country's reform and opening and the rapid economic development, China's economic and society demand more and more English professionals[1]. In China, the English language teaching in colleges and universities from the recovery stage to the rapid development stage and fast expansion stage only has experienced just less than three decades[2]. The Shanghai International Studies University Professor Dai Huidong which is the former chairman of the college foreign language teaching steering committee of Ministry of Education explicitly pointed out that the English language teaching has entered a period of great development and the demand of the applied talents in English will become more and more higher[3][4].

Nowadays, in our country, the number of the colleges which have opened the English major is more than one thousand, the number of the English majors is more than three thousand and the number of students is more than one million. The expansion of the English language teaching brings a series of quality problems in talent Training: the professional school-running model tends to assimilation, the curriculum provision and talent training contents disjoint with the social demand, and the graduates' language skills can not meet the social demand. MyCOS, which is a well-known educational advisory service, made a follow-up survey about the employment situation of graduates in nearly five years. And this survey found that English major was taken as one of the 2011 "red, yellow and green cards" majors. The researchers believed that poor English language skills is the main reason why English related majors graduates have a difficult employment. English, international economics and trade and other majors are the most popular ones, and the domestic colleges and universities basically have set the above majors, but the curriculum provision obviously tends to assimilation (2012 MyCOS). Luo shimin (2002) and Wen qiufang (2004) pointed out that English professional school-running tending to assimilation is a serious problem. And colleges and universities expanding the size of school and English professional expanding to larger results in that the number of English related professional students in school has been the largest.

Therefore, the primary task for the local colleges and universities to improve the employment rate, adapt to the regional economic development and social needs is to explore the development road of applied English professional base on the actual needs of China's labor market, improve the effective combination between English teaching theory and application, cultivate the practical talents with high capacity.

The English Application-Oriented Training Mode and The Existing Problems

The English Application-Oriented Talent Training Mode. At present, English professionals in Chinese universities after years of development has become a more significant talent training mode which can be summarized as the complex mode and practical mode.

The complex talent training mode mainly emphasizes that the literary features of English professional training to adapt to social development needs. And the training materials are usually versatile and professional, which emphasizes the complex and integrated of "basic professional ability + literary culture knowledge + relevant professional knowledge and skills", and breaks through the adaptability of talent employment from the knowledge structure, and expands the personnel employment channels from the combinations of human capacity. Using this talent training mode to teach graduates can make graduates have the basic knowledge of language and literature, a basic cultural data translation capabilities, business communication skills, ability to educate, a basic understanding of multicultural and the mastery of international laws and regulations. The "211" and "985" universities and other key universities are the mainly schools which use the complex talent training mode.

The practical talent training mode mainly emphasizes that the practicality and applicability of English professional training to cultivate talents with high ability. And the school-running model usually focuses on professional education and professional orientation for orders and orientation, and training the "utility + application" practical talents to fit the guide of industry. The training content also closely fits the goal that the practical courses are teaching objectives, and emphasizes the ability of "language basic skills + relevant professional knowledge + language with relevant professional skills and knowledge". Graduates take the English education teaching such as education class, business class, tourist class, law class and others as the main employments which stands out the talent employability. The higher vocational schools are the mainly schools which use the practical talent training mode.

In addition to using complex and practical talent training modes, the professional school-running model tending to assimilation in partly colleges is a very serious problem because of the unclear orientation. Those universities with unclear orientation have no clear training objectives and similar teaching programs and training content. And its talent training mode also mixes the features of complex and practical modes, and also has the features of "composite + oriented ". In the study on college English teaching mode, He qixin (2009) and Hunag jingwei (2009) pointed out that at present, most colleges and universities organizes reduplicate professionals and follows the trend to set up professionals. And the schools applies research university personnel programs, and the assimilation issue is outstanding, so such universities fails to form its own characteristics.

The primary problems existing in English talent training

According to the analysis of college English professionals training mode, as well as the survey results of the existing condition of the higher education teaching, it can be seen that there exist severe problems in the current English talent training, such as unstable school-enterprise collaborative practice base, inadequate implementation of the practice, unreasonable evaluation system and other problems.

First, the financial crisis brings about various degrees of impact on the operating of Chinese enterprises and institutions, resulting in decreased stability of the English educational teaching base, inadequate implementation of the practice, thereby affecting the effect of the talent training. The practice course is the main course of the talent training. Currently, in order to enhance the effect of the practice teaching, some colleges and universities adopt the school-enterprise cooperation to establish

the practice bases, including the hotels, foreign trade enterprises and others. In recent years, the number of domestic university practice bases surges, but the effect of educational teaching practice bases is yet declining. Based on the research of the English teaching practice bases of three northeast provinces, Qi xiangnan et al pointed out that the current performance of higher education teaching bases showed downward trends, and the main cause is that the practice bases are unstable. Their tracking survey results are shown in Figure 1.

The survey of college English practice teaching base

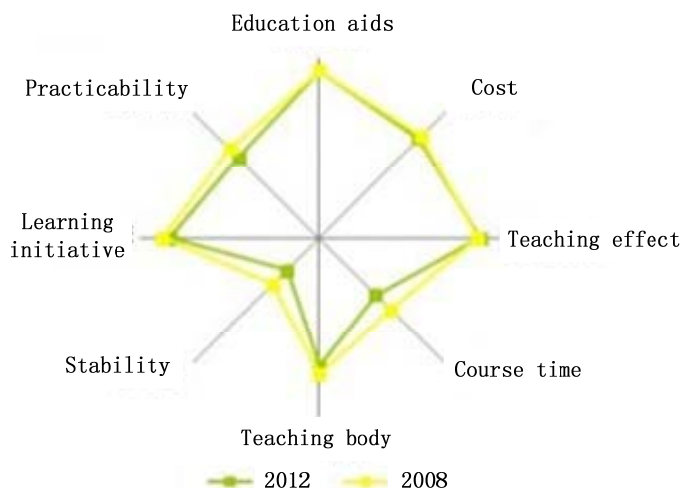


Figure 1 Findings on the English educational teaching practice bases

As can be seen from Figure 1, compared to the survey results of 2008, the overall performance of the current English teaching base has decreased. The main reasons are the significantly reduced stability of the practice base, as well as the substantially shortened curriculum time. Although the enthusiasm of the students on learning and the effect of the course learning are unchanged, the effect of the practice teaching is bound to be affected for the ever-increasing training costs and the shrinking number of teachers.

Secondly, the evaluation system for current English teaching is unreasonable, resulting that the students tend to lead efforts to get credit or better results, while ignoring the usefulness and applicability of learning. Currently, the difficulty and passed number of TEM-8 in China are rising, and the specific numbers are shown in Figure 2.

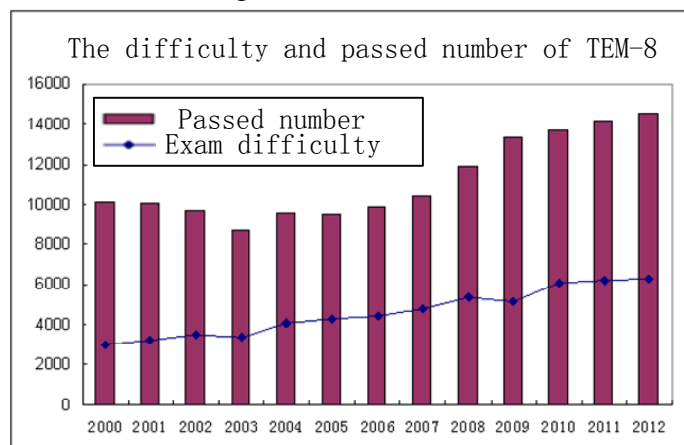


Figure 2 The difficulty and passed number for TEM-8

As can be seen from Figure 2, although the number of persons the through the registration exam has changed in the first few years, the trend has shown sharp increase in recent years. One reason is that the number of college students in English majors has increased significantly, another major reason is that students put more emphasis on grade certificate in English, while ignoring the training of practical application skills in English. Therefore, in the teaching process, the colleges and

universities should correctly guide the students to have a clear learning objective, avoid blind obedience and blind research and training. They should also have a tendency to enrich amateur knowledge based on the future career plans, but not to devote all his energy to complete the grade examinations, such as TEM-8.

In summary, the colleges and universities should improve the current talent training mode, change the teaching mode and enhance the effect of English professional teaching, so that graduates can have a higher applicability for employment as well as a higher ability for work.

Research on Improving The English Professional Training Mode

Defining The Positioning For Professional Schooling. Before determining the talent training mode, English majors in China's colleges and universities should first clear the professional schooling positioning. The colleges and universities should make a detailed analysis on the demand for talents of the labor market according to their actual situation in schooling and the program of talent training scale, to further clarify the training positioning and orientation of the training of the undergraduate college and junior college professionals in English majors in future period, avoid the occurrence of uncertain schooling positioning as well as the convergence of talent training and other issues, and solve the structural differences in labor supply. The colleges and universities can construct the training mode of the undergraduate college and junior college professionals in English majors, which is suitable for international business, foreign hotel, foreigner-oriented Chinese language teaching, domestic English teaching, applied translation and other industries, build the classes in different directions, and establish a clear professional schooling positioning based on professional orientation, so as to promote the education and teaching specialization, such as the specialization of the English major schooling, the teaching characteristics and so on, thereby enhancing the quality of talent training.

Strengthening The Practical Courses And Improving The Talent Training Mode. The colleges and universities should increase the proportion of practice and training courses based on the specific professional schooling positioning, and build the "1 +1 +2.5 +0.5 +1.5 " talent training mode, that is, "course study + curricular practice + base training + internships" mode under the guidance of the capacity-oriented talent training program, so as to improve the practice learning time and reverse the previous simple boring book learning mode. The practical courses should be strengthened, at the meantime, the English professional courses study should be combined with the practical courses of the training base, so that the students learn more about the application and use skills of English in life and work, learn and master the ability for English usage in a more realistic environment, shorten the gap between the knowledge structure and capacity of the graduates and the needs of the business. The materials of the practice teaching of the English major should also be selected following the practice curriculums, avoiding imitating the teaching content of other universities. The colleges and universities should increase or decrease the learning content according to the needs of the regional labor markets, such that the English major near the port should increase the English teaching content on port logistics, while the schools close to the railway hub can increase English teaching content on rail transport. The arrangements for college practical courses must focus on the combination with the demand of local enterprises and institutions, so as to develop more English professionals in line with the needs of the society.

Innovating The School-Enterprise Cooperation Training Mode. The improvement of the college talent training mode should strengthen the training of the practical ability, such as the utility and practicability to construct the school-enterprise cooperation style schooling and the cooperation form for talent training. Currently, many colleges and universities have already carry out the school-enterprise cooperation training mode, but the training mode is rather traditional, which is basically that the students are sent to the practice base and the enterprises and institutions are then responsible for the joint teaching content. However, the determination and training mode of the teachers have a larger variable space, the training content is more casual, often changed with the change of executive officers in enterprises and institutions. Therefore, it is advised that the long-term

cooperation alliances should be established between the colleges and the enterprises, so as to change the past single cooperation mode dominated by the colleges, encourage the enterprises to actively participate in all aspects from the determination of the talent training plan to the establishment of the teachers, thereby forming the real two-way interactive school-enterprise cooperation joint training mode and supplying qualified graduates for the society and enterprises.

Expanding The Teachers For Practical Courses Reasonably. In the current school-enterprise cooperation process, teachers are composed mainly by college teachers, and the managers of the enterprises and institutions or the training instructors are taken for supplementation. Because the employees in enterprises join the teachers group passively, the formation of the teachers does not change the educational teaching mode fundamentally, and the talent training mode has not been improved fundamentally. Therefore, in the process of the school-enterprise cooperation, it is advised that the outstanding young managers and trainers in enterprises and institutions should be explored constantly, introduced continuously into the practical teaching team as two-way teachers, and the stable long-term employment relationship should also be established. The specific method is to choose the enterprise workers with good communication skills as intern lecturers from the young managers and trainers first. Then, the excellent internship instructors are chosen ultimately to be supplemented to the external teachers team after two to three years of continuous practice. The employees with high ability can be hired as the teaching lecturers in teaching practice. Moreover, the college students can also be guided to determine their own occupation planning early in college enrollment, establish the structure of knowledge and enhance their practical work ability. The expansion of the teachers in practice will greatly enhance the strength of college English teaching, and is the key content of school-enterprise cooperation.

Adopting The Scientific Evaluation Method. The colleges and universities should revise the evaluation method for the learning situations of the students, and enhance the guiding role on the students' learning direction using a more scientific evaluation system. After revising the talent training programs, reducing theoretical hours, increasing the hours of practice and links, they should put the students' language proficiency into the evaluation system. The content of assessment should also be made a corresponding change from taking the English reading as the primarily part to taking the listening and writing as the parts. Assisted with the changes of English Test, the training of students' listening and speaking abilities is strengthened. In addition, after strengthening the extracurricular learning and practice assessment, the colleges and universities should focus on the students' performance conditions of the self-learning and practical ability, lower the weights of the grade examination in the evaluation system, enhance the extra points and the proportion of the extracurricular practice and guide the students to participate in the practice session, such as the area foreigner-oriented activity services and so on. For example, the colleges and universities can encourage the students to take part in the foreign volunteers team for the Games or large-scale exhibition, enhancing their language proficiency from the actual foreign service activities.

Conclusions

The highly educated people are the hope and driving force for China's future economic and social development. The higher education should improve the existing talent training mode, make clear the English professional schooling positioning and build characteristics of education, take the improvement of the proportion of the practice teaching and the expansion of practice teachers as the starting point for teaching reform, and improve the current practical English language teaching constantly, so as to deliver more talents with high quality for the society and the enterprises and institutions.

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