



Construction of Practical English Teaching Resources in Higher Vocational Colleges Based on the Background of Global Opening: Taking Leshan Vocational and Technical College as an Example

TAN Jing^{[a],*}

^[a] Lecturer, Department of Tourism, Leshan Vocational and Technical College, Leshan, Sichuan, China.

* Corresponding author.

Supported by 2018 Leshan Vocational and Technical College Scientific Research Project “Construction of Practical English Teaching Resources in Higher Vocational Colleges Based on the Background of Global Opening: Taking Leshan Vocational and Technical College as an Example” (JG2018023).

Received 9 April 2020; accepted 10 June 2020

Published online 26 August 2020

Abstract

With the globalization of economic development and the further deepening of China’s higher education reform, higher vocational English teaching has also ushered in new development opportunities. This article used the construction of higher vocational English practical teaching resources as an entry point, combined with the practice of Leshan Vocational and Technical College experience, systematically analyzed the construction system and experience of higher vocational English practical teaching resources based on the background of global openness.

Key words: Higher vocational English; Practical teaching; Resource construction

Tan, J. (2020). Construction of Practical English Teaching Resources in Higher Vocational Colleges Based on the Background of Global Opening: Taking Leshan Vocational and Technical College as an Example. *Studies in Literature and Language*, 21(1), 44-48. Available from: <http://www.cscanada.net/index.php/sll/article/view/11808> DOI: <http://dx.doi.org/10.3968/11808>

INTRODUCTION

For many years in the past, the construction of English practical teaching resources in domestic higher vocational colleges has been affected by factors such as talents,

funds, and the importance of various institutions. Compared with international counterparts, there is still a lot of gap. As China attaches importance to the development of higher vocational education, the construction of teaching resources, especially practical teaching resources, has become one of the key projects in the construction of teaching resources in higher vocational colleges.

1. THE CONSTRUCTION SYSTEM OF HIGHER VOCATIONAL ENGLISH PRACTICAL TEACHING RESOURCES BASED ON THE BACKGROUND OF GLOBAL OPENNESS

1.1 Revise the Training Syllabus

The traditional higher vocational English practice teaching syllabus is mainly considered from the aspects of training purpose, training content and specific requirements of training. Generally speaking, it is carried out step by step. In the context of global openness, classrooms, training rooms, and off-campus practice bases should be the objects that need to be focused on in the training syllabus. At the same time, local governments, school-enterprise cooperation units, and industry associations that are closely related to the training are also the content of the training program that needs to be strengthened, especially pay attention to the environment in which these units often use English and common English expressions. For example, the “Sichuan International Cultural Tourism Trade Expo” is held in Leshan every year. Comprehensive talents are needed who not only understand basic business, conference, exhibition, cultural and tourism related professional English, understand simple and practical oral English, but also understand practical English written in different genres. Leshan Vocational and Technical College

took these real language environments into consideration when formulating the training syllabus, and revised the English course training syllabus in a targeted manner to ensure that the training content can be implemented.

1.2 Improve Training Textbook

Textbooks are an important carrier that reflects teaching content and teaching methods. "High-quality training materials are not only collections of teaching objectives, content and methods, but more importantly, they can be effective, combine the characteristics of different students, and meet different needs. Through the study of the teaching materials, teachers and students can achieve the best teaching and learning results". (Cao, 2009, p.59). At present, there are many kinds of English teaching materials for higher vocational education, but the quality is uneven. At the same time, there are not many options of English training materials for higher vocational education. The higher vocational English training textbooks under the background of global openness need to organically integrate national macro policies, local government industry development, enterprise needs, the school's own positioning and student source composition. The training materials should be based on their own reality. From the selection of materials, they should be contemporary, interesting, readable and writable, and should integrate English listening, speaking, and writing skills. The reading and writing links are refined to form a systematic training manual to effectively ensure that the practical links can be implemented. The teaching materials management method of Leshan Vocational and Technical College stipulates the selection principles of training materials, the selection procedures of teaching materials, and the management of school-based teaching materials construction, etc. It is clear that the department professional construction planning, curriculum construction planning, teaching material construction planning, etc. are applications the main basis for compiling school-based textbooks.

1.3 Speed up the Construction of Training Room

The role of training room construction in the professional construction of higher vocational colleges is self-evident. The training room is an important place to realize the conversion of knowledge to skills, which is also the basic guarantee for improving the quality of education and teaching, cultivating and delivering qualified personnel for the society. "Although the traditional English training room already possesses some of the characteristics of a constructivist learning environment, English listening, speaking, reading, and writing are also comprehensive, but students' independent practice and practical skills training are difficult to develop in it."(Jing, 2014, p.21). The focus of the construction of higher vocational English training room under the background of global openness should do a good job of top-level design, clarify the

purpose, content and effect of training, and standardize training management and pay attention to the management of the training process. Strengthen the cooperation between the government, enterprises, and schools to build training rooms. Vigorously tap social resources and continuously improve the utilization rate of the training room. While increasing the construction of professional training rooms, Leshan Vocational and Technical College vigorously develops the construction of public curriculum training projects in conjunction with the construction of smart campuses. Actively construct and utilize the data collection and analysis of English teaching and learning process.

1.4 Value Extracurricular Practice

The language input and output methods in the classroom teaching process cannot meet or fully meet the learners' requirements for improving language ability. Therefore, it is necessary to carry out extracurricular language practice activities as a useful supplement to classroom teaching, which can not only improve the quality of language input, but also increase the quantity of language output. Generally speaking, in classroom teaching, the mastery of students' basic knowledge is emphasized, and extracurricular practice "on the basis of consolidating students' systematic knowledge, cultivate students' comprehensive ability to use English, so that students' English ability can meet the requirements of future career development". (Wang, 2019, p.165). At the beginning of the construction of English practical teaching resources, Leshan Vocational and Technical College realized the important part of extracurricular practice, and made full use of the campus clubs, English corner, foreign student guidance and extracurricular professional internship, exhibition services, scenic spot explanations and other platforms to strengthen extracurricular practice exercises, to improve students' comprehensive expression ability of English.

1.5 Grasp Skills Competition

In February 2018, The Ministry of Education and other departments of China issued a notice about the "National Vocational College Skills Competition Regulations". The notice pointed out: "The competition is an important form and effective extension of education and teaching activities in vocational colleges, and it is an important part of improving the quality of technical skills training." "The purpose of the competition is to improve the skill level of students in vocational colleges and cultivate the spirit of craftsmanship. It is oriented to promote professional construction and teaching reform of vocational education, and to improve the quality of education and teaching."(Cui, 2016, p.130). It can be seen that through the use of various skill competitions at all levels to train students' comprehensive ability to use English. "It lays a good foundation for lifelong

independent learning ability, extensive working ability, and sustainable development ability, so as to promote the realization of the goal of training applied high-skilled talents in higher vocational education.” With the continuous deepening of reforms, China’s vocational education has basically formed an all-round opening pattern, and there are more and more English skill competitions at all levels at home and abroad. It is imperative to implement a higher vocational English practice teaching model. In recent years, Leshan Vocational and Technical College had successively won more than 120 national skills competition awards, provincial skills competition awards, 5 provincial awards in entrepreneurship and innovation competition.

2. THE MAIN EXPERIENCE OF HIGHER VOCATIONAL ENGLISH PRACTICAL TEACHING RESOURCES CONSTRUCTION UNDER THE BACKGROUND OF GLOBAL OPENNESS

2.1 Do a Good Job in the Top-Level Design of Practical Teaching Resources Construction

The first is the design of the practical links of the talent training program. The talent training plan is the overall design of talent training, and is an important basis for organizing teaching, implementing teaching management, and achieving professional training goals. The practical aspects of the talent training program should expand the breadth and depth of diversified cooperation between government, industry, enterprises, schools, and institutions (institutes). In terms of talent training target positioning, training methods and approaches, teaching environment construction, docking industry and serving the society, the professional characteristics should be reflected, and practical tasks should be broken down into specific courses for better implementation. The second is the design of the teaching links of the course. In accordance with the requirements of “literally fostering people”, integrate professional ethics education, legal education and humanistic quality education into the professional talent training program; deepen the public basic curriculum reform of “professional orientation, integration into professional”. English courses are implemented in the course teaching according to the requirements of basic English + industry English. The third is the design of the integration of resources on the practice platform. Integrate the public curriculum platform and professional teaching platform on campus. Integrate the resources of off-campus enterprise platforms, local government platforms, and cooperative colleges and universities, reduce repetitive construction, achieve mutual benefit and win-win results, and improve the pertinence of training.

2.2 Build a Professional Practical Teaching Team

The first is to build a professional steering committee. The members of the professional steering committee are composed of off-campus industry experts who are enthusiastic about higher vocational education and support the professional construction of the college, as well as full-time and part-time teachers with high academic standards and rich teaching experience. The director and deputy directors should generally have senior professional and technical titles, and the remaining members should have intermediate and above professional and technical titles. The main responsibilities are to conduct surveys and research on the needs of professionals, professional adjustment and setting, school-enterprise cooperation, curriculum construction, teaching material construction, teaching process monitoring, teacher training, laboratory (training) room and practice base construction, etc., and provide consultation, guidance, and evaluation opinion. The second is to build a practical teaching team inside and outside the school. The second is to build a practical teaching team inside and outside the school. The practical teaching team inside and outside the school is mainly composed of teachers and business managers with first-line experience in the industry and enterprises. They are responsible for students’ English practical teaching, social services and internships. The third is to build a supervisory management team. The supervision management team consists of four teams: the college-level supervision group, the department supervision group, the industry enterprise supervision group, and the student supervision information team. Supervise and supervise the management team to conduct special inspections on the main links of education and teaching, including classroom teaching, practical teaching, final examination work, internship work, graduation thesis (design) work, curriculum standards and implementation. Supervisory work meetings are regularly held to implement effective management and assessment.

2.3 Handle the Relationship between Different Stakeholders in the Construction of Practical Teaching Resources

The first is to properly handle the relationship between teachers of theory courses and teachers of practical training courses. Guided by the talent training program, reconstruct the overall design of practical courses, optimize unit design, and clarify the key points and difficulties of each unit. Highlight the basic requirements of “learning by doing, doing while learning”, and a curriculum design team composed of theoretical and practical teachers to divide the respective focuses of theoretical and practical courses to avoid repeated lectures. Teachers should combine students’ professional characteristics and industry needs to design targeted practical projects that reflect the characteristics of industry enterprises, increase students’ interest in

learning, and enhance learning effects. The second is to handle the teacher-student relationship. In practical teaching, “Teachers are the main implementers of the practical teaching system. They perform teaching tasks, cultivate students’ hands-on ability in the practical teaching process, enable students to gain perceptual understanding, and at the same time help improve their own teaching and research level.” (Lu, 2010, p.165). Student groups are consumers who practice the teaching process. Through social practice, they can obtain the practical skills needed by the profession and adapt to the needs of society. The third is to handle the relationship between schools and school-enterprise cooperation units. School-enterprise cooperation units are direct participants of practical teaching. The goal of the practical teaching system is to meet the needs of outside schools, including cooperative units. The development of practical teaching can enable them to obtain skilled talents that meet the needs of their positions. Therefore, school-enterprise cooperation units are also important stakeholders. In the English practice link, the extensive participation of school-enterprise cooperation units is required to try to mobilize the enthusiasm of the enterprise, ensure that students can achieve results in practice, the company’s achievements, and the school’s reputation, and build a long-term English practice teaching mechanism.

2.4 Constructing an Open Pattern of Practical Teaching Resources

The first is to participate in the training of international students under “the Belt and Road Initiative”. In the context of global openness, in accordance with the basic requirements of “inviting in” and “going out”, and building and sharing with the world, since 2011, Leshan Vocational and Technical College has recruited and trained international students from countries along the “Belt and Road”. Up to now, nearly 200 outstanding high-skilled talents had been trained for countries along “the Belt and Road Initiative”. The quality of talent training had been recognized by the governments and social institutions of the countries of origin such as Laos, Thailand and Nepal. The second is to build a comprehensive practice platform for modern apprenticeship. Leshan Vocational and Technical College is one of the third batches of modern apprenticeship pilot units announced by the General Office of the Ministry of Education and one of the first batches of modern apprenticeship pilot units in Sichuan. The school is based on in-depth school-enterprise cooperation, with talent training as the core, supported by the in-depth participation of the company; adhere to the win-win cooperation. The school focused on the four links of “selection, training, management, and education”, explored and practiced a number of modern apprenticeship training models with characteristics

such as photovoltaic material preparation technology, nursing, hotel management, internet of things application technology, and financial management. The third is to jointly build a local talent training base. Through exhibition services, counterpart poverty alleviation and vocational education alliances and other platforms, we will jointly build a practical teaching platform with local governments, secondary vocational colleges and industry enterprises to realize the two-way or multi-directional practical teaching.

2.5 Guaranteeing Funds for the Construction of Practical Teaching Resources

The first is to guarantee funds for the construction of the curriculum resource platform. Combining the construction of exemplary higher vocational colleges in Sichuan Province and the construction of high-quality higher vocational colleges, follow the “special accounting, special funds for special purposes, and set up special funds for the construction of curriculum resource platforms for majors, courses, teaching materials, courseware, and related teaching standards. The second is to guarantee the training room and equipment funds. Including equipment purchase expenses, such as the expenses incurred in purchasing necessary teaching, scientific research equipment and other special equipment; maintenance expenses, such as the maintenance and repair of necessary teaching, scientific research equipment. The third is to guarantee funds for various skill competitions. Including the consumables, evaluation fees and other activity expenses incurred in the skills competition in the school, as well as the transportation expenses, travel expenses, conference expenses, training expenses and other expenses involved in the off-campus competition.

CONCLUION

The construction of higher vocational English practical teaching resources under the background of global openness needs to build a complete system. The training syllabus is a guiding document for English practical teaching in higher vocational colleges. The training materials reflect the content and teaching methods of practical teaching. The training room realizes the conversion of knowledge to skills, extracurricular practice enriches in-class knowledge, and skills competitions can extend the practical teaching content. To truly realize the construction of English practical teaching resources in higher vocational colleges, it is necessary to start in many areas such as top-level teaching design, professional team building, main body relationship processing, open pattern creation, and use of construction funds. It needs to be combined with its own reality and comprehensive consideration of multiple factors.

REFERENCES

- Cao, M. (2009). Preliminary study on the construction of higher vocational English training textbooks. *Business Situation*, (24).
- Cui, X. X. (2016). Research on the reform of vocational college students' English professional ability cultivation model based on competition. *Journal of Hunan Vocational and Technical College of Posts and Telecommunications*, (03).
- Jing, J. (2014). Preliminary study on the construction of foreign language training bases in higher vocational colleges——Taking Zhejiang vocational and technical college of economics and trade as an example. *New Curriculum Learning*, (2).
- Lu, S. J. (2010). Application analysis of stakeholder theory in practice teaching of tourism management major. *Luojia Management Review*. (02).
- Wang, L. J. (2019, June). Construction of the trinity teaching model of public English in higher vocational education. *Journal of Hubei Open Vocational College*, (2).