

# Practical Analysis on the Effectiveness of Second English Class in Higher Vocational Colleges

Wenjing Gu <sup>a</sup>, Aiqin Zhang <sup>b</sup> and Pan Liu <sup>c</sup>

Xi'an Aeronautical Polytechnic Institute, Xi'an City, Shaanxi. China

<sup>a</sup>17139568@qq.com, <sup>b</sup>465727735@qq.com, <sup>c</sup>267828801@qq.com

**Abstract.** In recent years, the second classroom has gradually become an important auxiliary means of English teaching in Higher Vocational Colleges. Despite some teaching achievements have been made, some higher vocational students still take its effect as unsatisfactory. In this paper, the necessity of developing the second classroom in Higher Vocational English teaching is briefly expounded and many problems existing in the process of teaching practice is objectively analyzed together with the corresponding solutions, which supposes to significantly improve the effectiveness of the second classroom, so as to promote the overall development of Higher Vocational students' English comprehensive ability level.

**Keywords:** Higher Vocational Colleges; English teaching; the second classroom; effectiveness; teaching practice; analysis and research.

## 1. Introduction

Due to the limitations of space, time, teaching objects and other factors, higher vocational colleges have come across many difficulties in carrying out English class teaching. For example, the students' English learning level in higher vocational colleges varied, and it is difficult for teachers to carry out targeted teaching in limited teaching hours. In addition, most vocational college students don't have self-learning abilities or can't consolidate their knowledge in time after class. Therefore, it is difficult to achieve the actual demands of College English reform and development in the new era by relying solely on traditional class teaching methods. So, it is necessary for higher vocational colleges to actively develop the second classroom in order to make up for the shortcomings of traditional teaching[1].

At present, there are still some problems in the development of the second English class in Higher Vocational Colleges. In this paper, the effectiveness of the second English class from the perspective of practical analysis has been discussed, and corresponding suggestions in order to effectively improve the English teaching level in Higher Vocational Colleges in China have been put forward.

## 2. Analysis of the Practical Significance on Developing Second English Class in Higher Vocational Colleges

It is not difficult to find out learning is not a simple process of input, storage, extraction, or the simple accumulation of information. Learners should be involved in the whole process to build up the knowledge which is based on their own learning experience through communication with others and interactive questioning. Taking the current English teaching of the higher vocational colleges into consideration, some problems have been existed. Teachers are centered in the classroom, and the students, as the leading role in learning, are excluded from the classroom and just like a tool to instill language knowledge passively.

For Higher Vocational College students, the second English class can provide them English practice opportunities, enable them to have a stronger confidence in learning, and correct their learning motivation[2]. Therefore, teachers are required to make full use of extra-curricular time to create teaching situations, make practical contacts after class, ensure the improvement of students' English application ability, raise confidence in the language application, so as to make sure students use English better in their future jobs.

By setting up relevant situations in the second English class, students can guarantee to master necessary working skills and acquire higher professional ability as well as foreign language skills. The second English class is the supplement of the first classroom, which refers to the knowledge-based learning class. Once students actively participate in the second English class, they will fully apply the knowledge learned in the first classroom and in turn use the theoretical knowledge learned in the first class to solve the problems in the second classroom[3]. When participating in the second classroom, students can actively put what they have learnt into use to ensure that they have a deeper understanding of theoretical knowledge. Knowledge starts with practice, and students can constantly obtain new knowledge through practice and improve their knowledge structure in deep.

The application of the second English class in Higher Vocational English teaching is varied. In this paper, the effectiveness and practical significance of the second English class in Higher Vocational Colleges by taking the following aspects as examples is briefly analyzed.

### **2.1 Reading English News**

After class, students can read English news through internet, television, radio, newspaper form home and abroad and so on under teachers' suggestion. With teachers' encouragement, students may exchange their ideas and opinions in English with others once a week about news they have read. Because there is no specific requirement on the sharing content, students can make full use of their ideas as they will. While communicating and sharing with others, their knowledge is not only enriched, but also their oral English level is effectively improved.

### **2.2 Organizing Group Activities**

Group activities has played an important part of Higher Vocational education, and they are one of the key ways to carry out second English class teaching. English teachers divide the members of the group into several units. Taking English as the theme, each group is required to plan and organize various group activities independently, such as talk shows, group performances, singing and dancing parties, etc. By organizing various group activities, students' English practical ability can not only be exercised, but also their enthusiasm for learning English can be fully stimulated. Students' attention in class is more focused, they can finish their homework more independently and conscientiously after class.

### **2.3 Designing English Newspapers and Periodicals**

Designing English newspapers and periodicals is not only a supplement to the traditional classroom of developing the second classroom activities, but also an improvement on students' aesthetic judgement and English level. Group Students work together to complete newspaper design tasks. Teachers select excellent works to display on campus, which make the campus cultural environment beautiful, as well as effectively strengthen the students' English expression ability. At the same time, it can promote students' comprehensive qualities such as graphic capability, aesthetic judgement and other abilities.

## **3. Problems Existing in the Practice of Second English Class in Higher Vocational Colleges**

Although second English class has been recognized by teachers and students in Higher Vocational Colleges and it plays an active role in improving students' English comprehensive qualities [4], some problems in practice are mainly reflected in the following areas.

From students' perspective, they are influenced by traditional education concepts, most of them pay much attention to theoretical knowledge but take neglect of the importance of practice, so they are not very dynamic of participating in the activities of the second classroom. Even if some students take part in these activities because of curiosity at first, they will gradually lose their enthusiasm when they find that English is difficult to learn.

Concerned with the Vocational English teachers, they tend to show a trend of polarization in carrying out the practice of the second classroom. One is to ignore the main role of students in the second classroom, the other is to fail to take the guidance and management on students' learning behavior.

Taking the second-class activities into consideration, the financial deficiencies and the restriction of developing teaching activities are caused by paying insufficient attention to the second English class in some vocational colleges. The college leaders at all levels and relevant departments should improve students' English learning level by enhancing their understanding on the second English class together with constantly optimizing the content and form of activities

## **4. Suggestions on Improving the Effectiveness of Second English Class in Higher Vocational Colleges**

### **4.1 Promoting the Efficiency of the Second English Class Activities**

Higher Vocational English teachers should focus on improving the teaching efficiency and take the classroom as student-orientated when carrying out the second classroom teaching. For example, students can study independently during the period of students' morning reading class or night self-study class, while teachers can guide students' activities appropriately and help them make full use of these time to improve the quality of self-study. Because most vocational college students lack self-learning awareness and good learning habits, it is necessary for English teachers to give the guidance to students before carrying out the second classroom activities, direct them how to conduct self-learning correctly, and solve the problems they have encountered during the learning process in time until they can completely carry on self-learning independently.

### **4.2 Paying Attention to the Teaching Effect of the Second English Class**

Compared with the traditional classroom, the teaching content of the second classroom is more flexible and the form is more diversified. However, it does not mean that teachers can conduct the second classroom activities as will. Teachers have to focus on promoting the progress and development of students' comprehensive English ability at all times and carrying out the second classroom attentively, only in this way can its effectiveness be fully affirmed by students. Therefore, higher vocational English teachers should take serious consideration on shortcomings in the second classroom teaching practice, constantly optimize the content in order to meet the students' learning demanding at different levels, as well as arouse their learning enthusiasm to the greatest extent, so as to achieve the expected teaching effect.

### **4.3 Following the Law of Teaching on the basis of the Proficiency**

Whether the second classroom of English in higher vocational colleges is effective or not mainly depends on the content of the activities which is in line with the social development and the actual needs of students' learning. Therefore, before carrying out the second classroom activities, teachers can first understand the diverse needs of students by means of questionnaires, QQ groups and Wechat discussion groups[5]. At the same time, they can carefully design the activities according to the latest development trends in the field of English education at home and abroad together with the requirements of the English syllabus in China. In addition, the second classroom teaching content can also be adjusted appropriately by referring to the feedback of English competence of school graduates in previous years. While pursuing colorful forms of activities to improve teaching efficiency, English teachers in higher vocational colleges should always follow the basic teaching rules, closely adhere to teaching objectives, and carry out scientific and efficient second English class teaching activities under the premise of taking students' acceptance ability, time arrangement, school environment and other factors into consideration.

## 5. Conclusion

To sum up, with the continuous development of College English teaching reform, It is difficult of the traditional classroom teaching to meet the new requirements of English teaching nowadays. Therefore, higher vocational colleges should actively carry out the second classroom activities to make up for the shortcomings of traditional teaching. In view of the many problems existing in the practice process, higher vocational colleges should focus on the effectiveness of the second classroom, take corresponding measures, pay attention to cultivating the autonomous learning ability of Higher Vocational students, and constantly promote the rapid improvement of their comprehensive English application ability.

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