

Study on Employment-oriented English Teaching

Jingwen Yang

Yantai Gold College Zhaoyuan, Shandong, 265401, China.

jingwen7981@126.com

Abstract. Higher Vocational Education is a competency-based vocational education, with the purpose of cultivating employment-oriented, competency-based talents. College English teaching should also be employment-oriented in order to cultivate practical talents for the society.

Keywords: talents, English-teaching in vocational education, higher vocational colleges, employment.

1. Introduction

In recent years, the employment of college students has been a hot topic. For colleges and universities, whether the graduates can find jobs smoothly and obtain higher social recognition and influence has become an important yardstick for evaluating colleges and universities. As a basic course in Higher Vocational colleges, English plays a very important role in students' study and employment. How to combine the employment and English teaching organically in order to better serve teaching and students is a topic worthy of attention.

In essence, higher vocational and technical education belongs to the category of technical education. It is a kind of higher education that trains technical applied talents. It is a specific type of education with strong professionalism and applicability, whose aim is to combine a specific occupation or professional post with a specific subject field. Therefore, it is concluded that higher vocational and technical education emphasizes the practicability of students' learning and the practical application of knowledge. Employment is one of the most important purposes of higher vocational education. Based on this, higher vocational education should not only pay attention to the teaching of students' professional knowledge, but also take employment as the orientation to strengthen the cultivation of students' comprehensive employment ability, so that students have strong employment competitiveness, employment ability, post adaptability and innovation ability. The ultimate aim is to lay a solid foundation for students' future career.

Basic Requirements for English Teaching in Higher Vocational Colleges (hereinafter referred to as Basic Requirements) promulgated by the Department of Higher Education of the Ministry of Education in November 2000 stipulates that: "The purpose of English teaching in Higher Vocational Colleges is to enable students to master certain basic knowledge and abilities of English, to grasp certain abilities of reading, writing, listening and speaking, so that they can achieve the following purposes: to read and translate relevant English materials, to conduct simple oral and written communication in daily activities concerning foreign affairs, and to lay a solid foundation for the improvement of students' English communicative competence in the future. Basic Requirements states clearly that the teaching goal is giving priority to practicality and aiming at application, with emphasizing the basic, applicability and autonomy of English teaching in higher vocational colleges, in order to highlight the cultivation of English application ability.

With the advent of knowledge economy and the influence of international economic integration, the demand for practical and professional talents is increasing. The talents graduating from higher vocational colleges should not only possess certain professional theory and strong practical ability, but also have a good command of English. It is becoming more and more important and necessary to improve the overall quality of these talents, especially the language quality. Therefore, it is a glorious yet an arduous mission for teachers in higher vocational colleges to cultivate high-quality talents with strong English ability in the new era.

2. Optimizing English Teaching in Higher Vocational Colleges with Employment Orientation

Basic Requirements states clearly that the teaching goal is giving priority to practicality and aiming at application. Hence, in the actual teaching process, the following erroneous tendencies should be abandoned: emphasizing teaching over learning, emphasizing knowledge over ability, emphasizing language over culture, emphasizing input over output, emphasizing written over oral English, emphasizing teaching over communication. Emphasis should be placed on the application and practicality of English teaching. Higher vocational English teaching should focus on social needs, embody the practical ability of English, and foster applied talents working in the front line of production. .

Firstly, the teaching goal of giving priority to practicality and aiming at application should be embodied in the curriculum guidance syllabus. English teaching and learning should focus on practical skills with the purpose of strengthening the English skills and the abilities of practical application. The specific objectives of listening, speaking, reading, writing and translation and communicative skills should be penetrated in the daily teaching and learning, so as to help students to combine theory with practice to foster practical abilities. Under the guidance of the syllabus, a series of guiding documents for English teaching in higher vocational colleges can be formed. Only in this way can we give vigorous vitality to English teaching in higher vocational colleges.

Secondly, in the selection of textbooks, both the cultivation of students' basic English ability and the practicability of the textbooks should be paid attention to. Meanwhile the students' actual acceptance of the textbooks should also be taken into account. The applicability of textbooks should be prior to the depth of content. Teachers in higher vocational colleges should use the textbooks wisely and reasonably according to students' abilities and the actual requirements of the society.

Thirdly, in the actual teaching process, various teaching methods should be adopted to instruct practical English knowledge and skills in class, which is the key to the English teaching in higher vocational colleges. Teaching methods, learning skills and environment, which are indispensable and complementary to each other, should be combined. Teachers should provide more and more authentic language environment to students through various teaching methods (network, multimedia, etc.). A dynamic, changeable and natural language learning environment is necessary to activate the classroom atmosphere and form a good atmosphere for English teaching and learning.

2.1 Combining Theory with Practice and Paying Attention to the Practicality of English Education in Higher Vocational Colleges

The practicality of English education in higher vocational colleges is not only the aim of higher vocational education, but also embodies in every segment of the teaching process. Learning targets for application, that is to say, the purpose of learning is to apply, and only in practice can we promote the language ability.

Language, to some extent, is a skill rather than knowledge. A skill needs to be acquired in the practice. In order to highlight the vocational skills that students need to adapt to their posts and the professional qualities that students possess as professionals, higher vocational colleges must carry out teaching in the actual working conditions. To experience the authenticity and complexity of the actual working conditions is an essential procedure for these future talents.

2.2 Focusing on the Diversity of Evaluation Methods in English Learning

At present, the main way of evaluating students' English learning in higher vocational colleges in China is written test. The types of test can be roughly divided into two categories: subjective test and objective test, which is not conducive to evaluating students' comprehensive English ability. Therefore, it is suggested to incorporate other testing methods and evaluation methods on the basis of general written test.

According to students' learning status, diagnostic assessment, formative assessment and summative assessment can be adopted to test students' comprehensive English ability. Before

teaching, diagnostic assessment is carried out to have an understanding of the English level of students, so as to determine which effective teaching and learning strategies can be adopted. In the process of learning, non-test assessment should be added to evaluate the overall ability of students. Non-test assessment can take the following forms: classroom observation, homework, interview, discussion, etc. As a matter of fact, non-test assessment is the compliment of summative assessment and materialization of formative assessment. The application of this non-test assessment is helpful to establish interactive and individualized teaching mode, which can truly and objectively reflect the actual level of students. Summative evaluation can be adopted in final examinations. And in final examinations topics should be diverse, for example, objective topics can be combined with subjective ones so that the overall ability of students can be evaluated.

In a word, formative assessment is superior to summative assessment during classroom teaching in vocational colleges, because the English ability of a student can't be determined by a single paper. Therefore, both teachers and students should pay more attention to the peacetime assessment which can reflect real English proficiency of students.

Formative assessment can be implemented with reference to the following table.

Table 1. Formative Assessment

ITEM	Level A	Level B	Level C	Self-assessment	Peers' assessment	Teacher's assessment
Conscientiousness	Excellent	Good	Average	Fair		
Enthusiasm	Excellent	Good	Average	Fair		
Confidence	Excellent	Good	Average	Fair		
Expression	Excellent	Good	Average	Fair		
Homework	Excellent	Good	Average	Fair		
Remarks from yourself:						
Remarks from peers:						
Remarks from teacher:						

Note: After the table is finished by student himself, his peers and his teacher, the teacher can distribute it to each student. According to the responses in the table, students can adjust their study and teacher can adjust his teaching.

In addition, the test score of a student can also be reflected by either scoring system or remarking system. The scoring system is generally based on the hundred percentage point system, with 60 percent as the passing grade. This is a long-standing evaluation tradition, which can achieve quantitative analysis and is convenient for collecting data. But it is unfavorable for reflecting the overall English ability of a student. The remarking system was initially applied to the comprehensive evaluation of students. That is, at the end of the semester, the head teacher will write a certain number of words to comment on each student's performance as a comprehensive evaluation of the students in the semester. Now, teachers begin to use the communication method of "re-marking" consciously or unconsciously, either in the students' homework books or in the students' examination papers. In teaching practice, these remarking words play a positive role in communication between teachers and students, which can develop students' interest in learning, and cultivating good learning habits.

3. Summary

The targets of English teaching in higher vocational colleges are practicality and sufficiency. In the daily teaching process, teachers should always take this as a guide to adapt to the market demand, follow the employment orientation, improve teaching methods and modes, and foster a large number of applied, practical talents to promote economic development.

In 2015, the State Council established the "Made-in-China 2025" strategy for strengthening the country's power. In the government work reports for 2016 and 2017, the major task of "cultivating and promoting craftsmanship" was mentioned for two consecutive years, which reflects that our nation has placed great emphasis on the cultivation of craftsmen. Higher vocational colleges should take this as an opportunity to improve training mode so as to form an effective mode of teaching to help students to improve themselves, and make our higher vocational education more responsive to social needs.

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