

Research on Practice Teaching of English Major Based on the Cultivation of Applied Talents

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Abstract—With the continuous development of China's economy and the rapid improvement of China's comprehensive strength, the demand for high-quality English talents in the market has increased significantly. As a place cultivating professional English talents, colleges and universities have begun to attach importance to the training of applied English talents in order to cultivate more professional talents who meet the needs of the society. They change traditional teaching ideas, focusing on improving students' practical skills in English application and job adaptability. Under this kind of guiding ideology, while constructing modular curriculum construction, applied colleges should deepen the discussion of practical teaching theory for English majors and implementation strategies to construct a specialized English teaching system combining classroom teaching with practical teaching. By analyzing the current situation of the cultivation of applied English talents in colleges and universities and the problems in the process of training, the author explored the methods of training applied English professionals in this paper.

Keywords—*modular course; practical teaching; applied English talent*

I. INTRODUCTION

Seen from the current situation in China, the number of professional English talents is constantly rising, but the overall quality is not high. There are many shortcomings in the current teaching system structure for the cultivation of professional English talents and thus English majors trained generally only have English knowledge and some basic skills, resulting in the lack of inter-disciplinary English talents with international perspective. In this context, colleges and universities in China have begun to attach importance to the reform and innovation of the training mode of applied English talents. For example, they vigorously promote reforms in various related aspects, such as the teaching methods of teachers, the curriculum structure set up by schools, the use of textbooks and the selection of professional teachers. Although this reformed teaching model has some advantages, it does not receive satisfactory effects in practical application because of the single reform model. These unsatisfactory results are most embodied in the construction of practical training system for applied talents, such as lacking detailed and in-depth research [1].

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II. THE STATUS QUO OF THE CULTIVATION OF APPLIED ENGLISH TALENTS

A. Ignoring the teaching quality and practice training

As the demand for professional English talents is greatly increasing, colleges and universities have expanded enrollment for English majors in recent years, which has promoted the development of foreign language teaching. Some colleges and universities have reformed their teaching design of foreign language specialties, such as setting specialized courses about economy, trade and tourism. However, there is no perfect teaching model for English majors in Chinese universities at present. There is a common phenomenon that they colleges and universities do not pay much attention to practical teaching in the process of cultivating professional English talents. As a result, talents cultivated by this mode cannot keep up with the development of the times. Currently, a prevailing phenomenon in China is that colleges and universities pay too much attention to the exam achievements of students, producing a huge number of students featured by "high test scores and low ability". The "English + specialty" model for talent training has not been put in place because it does not combine English expertise with knowledge of other specialties. Therefore, the educators of colleges and universities should lay stress on the quality of teaching and strengthen the cultivation of students' practical ability in the actual teaching process [2].

B. Neglecting the subject position of students in learning

China has put forward the concept of quality-oriented education very long ago, which clearly states that students is the subject in the learning and teachers should play a leading role in the process of teaching to promote students' individuality and improve their comprehensive quality. Only such a teaching method can greatly stimulate students' interest in learning and promote the improvement of their self-learning ability. However, in the actual teaching classrooms of colleges and universities in China, teachers play a dominating role in education most of the time and the participation of students is extremely low.

C. The mode of cultivating talent lacking scientificity

Studying related basic knowledge is the most important thing in language learning. In order to strengthen students' mastery of English basic knowledge, colleges and universities not only provide English majors with specialized courses, but also set up some elective courses about English to jointly construct a variety of ways for study. But these reforms in colleges and universities are not scientific. For example, in the

actual teaching process, teachers attach importance to building of students' language foundation but neglect the cultivation of their humanistic qualities.

D. Improper system of teaching resources

With the continuous development of Internet technology, the Internet has been applied into all aspects of society, including the teaching practice courses. Its application in the practical courses of colleges and universities breaks the restriction of students' learning in the geography and time. However, in the actual use of Internet in teaching, students cannot get access to huge learning resources due to the lack of guidance and management from professional teachers. Besides, most textbooks for English majors now in China highlight theories, without emphasis on practice. And moreover, the teaching materials of English practice classes are not complete and perfect, which greatly reduces the students' interest in learning and seriously hinders their development.

E. Insufficient faculty

Most foreign language teachers in colleges and universities graduate in English. They have a good mastery of knowledge about English but are not familiar with the professional knowledge of trade, tourism, management and other related fields. On the other hand, teachers who well master the professional knowledge of trade, tourism and management do not understand English. This has led to a serious shortage of teachers who are equipped with "English + specialty"^[4]. In addition, many teachers are not innovative. They only focus on their own teaching tasks and do not innovate in teaching methods and means. Such a team of teachers will seriously hinder the long-term development of the school.

F. Imperfect evaluation system

In 2013, there was a national policy requiring colleges and universities to make adjustments in the scoring system, cancel the unified indicators in the traditional assessment and adopt a system of classified evaluation. In the process of cultivating professional English talents, colleges and universities should also use this method to apply classified evaluation on students from different disciplines in different institutions. Such an evaluation policy can help English majors in different colleges and universities to communicate and learn from each other.

III. PROBLEMS IN THE PROCESS OF CULTIVATING APPLIED ENGLISH TALENTS

A. Inadequate practicability

At present, the curriculum design of some colleges and universities in China does not reflect the practicality of the curricula. Curriculum provision mainly centers on specialized courses while lacking teaching arrangement for practical courses and such teaching arrangements will lead to the lack of practical ability of college students. As a place cultivating talents, colleges and universities should not only train students' learning ability, but also strengthen their humanities quality, so as to produce high-quality talents that adapt to society. Therefore, they must pay attention to the reform of the curriculum system if they want to cultivate outstanding talents.

B. Single teaching method

According to statistics, in China, 91.2% of employers are more inclined to recruit people with good communication skills in foreign language, and those who have good ability of interpreting and translating are more urgently needed by employers^[5]. As mentors cultivating professional English talents, teachers do not regard students as the subject in the process of actual teaching. They blindly view students as containers to instill knowledge, which leads to students' lack of participation in learning and greatly reduces students' interest in learning, thereby greatly affecting the quality of English teaching in schools. The fundamental way to cultivate applied talents is to arrange the teaching in a reasonable way. Therefore, educators should lay stress on the scientificity of teaching methods. Only scientific teaching methods can promote the healthy development of colleges and universities and cultivate the talents needed by society.

C. Lack of time for practical teaching

Related surveys showed that 86.4% of employers in China value the practical experience of graduates, which means that practical ability plays a considerable role in the process of student job search; 65% employers pay special attention to whether candidates have similar work related to the position applied; 80.5% employers are not willing to recruit current year's graduate^[6]. Therefore, it should be an indispensable part for colleges and universities to set up internship training and practical teaching to cultivate professional English talents, and this is also a necessary link and bridge for students to enter the society. However, in the actual teaching courses of colleges and universities at present in China, the types of practical courses are seriously lacking, with extremely short class hours. Such design of teaching courses cannot cultivate students' practical ability well, and most college students are currently facing unemployment when they graduate.

D. Incompetent teacher quality

At present, the structure of the teaching staff of most universities in China shows a good development trend. However, there is a lack of well-known experts and scholars in disciplines and therefore the whole team lacks its leader. At the same time, there are a relatively small number of senior teachers in the teaching staff of colleges and universities. The vast majority of teachers are only proficient in the knowledge of a single subject while lacking understanding of relevant field and practical experience of related knowledge, resulting in the fact that the overall quality of the teaching staff is not high. And this has seriously hindered the development of the schools.

E. Serious disconnection of education and society

Although China has put forward the concept of quality-oriented education very early, some colleges and universities in China now have not combined the teaching content with the social environment (life, society, economy, etc.) in the cultivation of professional English talents, which has led to that a large number of students graduating in English are eliminated by society because they cannot meet the needs of society. With the continuous development of China's economy and the increase of cooperation and exchanges with foreign countries, cooperative education projects between

China and foreign countries has also developed rapidly. Despite the development of Sino-foreign cooperative education projects, professional English talents are still in short supply. Therefore, China should continue to strengthen Sino-foreign cooperative education projects and increase communication with foreign countries in running schools.

To sum up, there are six main problems in the training mode of foreign language talents in general colleges and universities in China at present. Firstly, the curriculum design of colleges and universities is not scientific. Secondly, the teaching methods of colleges and universities are too traditional and single. Thirdly, colleges and universities pay too much attention to specialization while ignoring the quality of teaching and the cultivation of students' practical ability. Fourthly, although the cultivation of talents is diverse in the model, these models are not scientific enough. Fifthly, national quality-oriented education advocates regarding students as the main subject of learning, but they still play a passive role in learning in actual teaching. At last, the comprehensive quality of the faculty of colleges and universities is not high enough. Although most teachers have a solid knowledge of foreign language, they have little understanding of related practice. Therefore, the teaching mode of cultivating applied professional English talents in colleges and universities should follow the footsteps of the times and carry out model innovation^[7].

IV. METHODS OF PRACTICAL ENGLISH FOR PRACTICAL ENGLISH TALENTS

A. *To establish a scientific evaluation system*

In the process of cultivating applied English talents, colleges and universities should establish a scientific teaching evaluation mechanism based on their own characteristics. Students who study applied English should not only master the language knowledge of English, but also study knowledge of other specialties related to English according to their own hobbies. For example, English majors who study tourism translation must not only learn English knowledge well, but also fully understand the knowledge of tourism. Therefore, the assessment of English practice teaching should not only focus on the professional courses. In other words, the content of the assessment should be diversified based on the objectives of teaching, so that students can be evaluated objectively. Colleges and universities should increase the proportion of practical courses in the curriculum to strengthen the practical training of students. The assessment of English majors must adopt a diversified approach and the evaluation content to students can include various aspects, such as practice report, chapter summary, practical results, speech, scenario simulation, etc. Students should be required to finish these assessment items in written form or in the form of video, which is conducive to cultivating their ability to use English. At the same time, it can effectively enable students to apply what they have learned in practice and help them improve communication ability and performance.

B. *To arrange scientific practice activities*

With the development of the times and the advancement of science and technology, colleges and universities attach

increasing importance to the practical courses of training applied English talents. Therefore, college English teachers should arrange practical activities for English majors very carefully, so as to bring the role of practice activities to the extreme. In order to enable students to adapt to this teaching mode well, college teachers can tell them the content, purpose and final assessment of the activities in the first class, so that they can have sufficient time to prepare. Students can find a company to finish practical tasks or accept the unified arrangement according to the requirements of the school, so as to complete the practical curriculum. To ensure the quality of the practical teaching curriculum, teachers need to strictly monitor the quality of the materials submitted by students for the practice assessment. In the teaching, teachers can combine the project arranged by the school and reasonably arrange practical tasks, so as to set up scientific and reasonable practical courses.

C. *To improve practical teaching equipment*

At present, most colleges and universities in China use practical teaching for the training of applied English talents, but it is not successful in the actual implementation, and the most important reason is the practice base. In some colleges and universities, students cannot exercise their oral English well because of the poor quality of teachers in the practice base. Some schools regard the practice base as an ornament and they do not use the practice base at all in teaching. Meanwhile, some students do not practice at the practice base of their school, but conduct practical training in a unit they contact by their own. These students may suffer relatively large risks, because if they cannot find a reliable practice base, they will not only fail to improve their practical ability, but also waste a lot of time. Therefore, colleges and universities should ensure the reliability of the practice base and improve the teaching equipment there, so as to improve the students' practical ability.

V. CONCLUSION

Cultivating applied English talents can improve students' ability to adapt to society, and it is also the best way to improve their comprehensive ability in English. Therefore, when cultivating applied English talents, colleges and universities should keep up with the pace of the times, reform and innovate in their teaching modes and continuously improve the teaching quality of English, so as to cultivate more professional talents that adapt to society.

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