

Study of English Class and Evaluation Mode in Advanced Vocational Education Area

WANG Yan^{[a],*}

^[a]Lecturer, Humanities College, Shandong Agriculture and Engineering University, Jinan, China.

*Corresponding author.

Received 26 August 2016; accepted 12 October 2016

Published online 26 October 2016

Abstract

In this paper, we combined English theory English for Specific purposes with English teaching in advanced vocational education to explore practical teaching method and evaluation mode, which further emphasized character of combing “advanced education” and “vocational education”, resulting English teaching in advanced education as a comprehensive combination of “advanced education + English language education + vocational education”.

Key words: English theory in special use; English for Specific purposes; Teaching method; Evaluation mode

Wang, Y. (2016). Study of English Class and Evaluation Mode in Advanced Vocational Education Area. *Higher Education of Social Science*, 11(4), 58-62. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/9144>
DOI: <http://dx.doi.org/10.3968/9144>

INTRODUCTION

English for Specific Purposes (ESP) teaching is the direction of reforming of advanced vocational English. It is a new idea of promoting practical English ability in advanced vocational colleges. ESP is based on special purpose, combining English with profession. Its characters include: a) demand for learner the first; b) emphasizes the combination of English and profession and occupation in teaching content; c) vocabulary, grammar and paragraph are based on certain activities of the profession and occupation. ESP teaching mode combines English

knowledge with professional knowledge, fully reflecting its nature as a tool, which matches developing object of practical talent in advanced vocational education. In this paper, we combine the ESP theory and advanced vocational English teaching practice, exploring practical process for teaching and evaluation, further highlighting character of combing “advanced education” and “vocational education”, resulting English teaching in advanced education as a comprehensive combination of “advanced education + English language education + vocational education”.

1. REFORMING PROFESSIONAL ENGLISH TEACHING METHOD

According to demand of reforming ESP practical teaching, professional English teaching should apply teaching methods such as scenario simulation, task driving, project leading. It should choose according to different teaching contents and subjects of unit modules of public English, which requires operability. Also, it can reflect side theme of each unit in the format of practical teaching, including students as subjects of teaching practice. In addition, one is able to perform simulated practice in the format of position groups in each unit. At the same time, while teachers are coordinating, organizing and insulating practical teaching processes, it is necessary to summarize and adjust teaching ideas, modify the teaching design, and complete teaching mode, promoting students' English ability in practical teaching.

1.1 Scenario Simulation Method

It regards improvement of related professional English study ability as the main object. Most of professional English are exist in format of dialogues, which enable students to understand the language environment and enhance ability to use professional English. For main topic of unit teaching, teacher asks the student for the

operation process of the topic in China and provides corresponding English keyword and key sentence pattern. Meanwhile, teacher arranges roles to students for their simulation practice. For example, in teaching of the second unit of "Professional English in Tourism", teacher plays tourist guide and students are tourists. The "guide" presumes destination of the trip and briefly describes characters of culture of the destination, as well as important holidays. "Tourists" discuss by themselves and the guide will make detailed explanation. On blackboard, teacher draws approximate geological position of the destination and asks the student to describe it. During operation simulation, teacher repeatedly asks questions to consolidate students' understanding on the operation process of certain position. Tourists explain important holidays of their own countries, as well as other cultural characters. By using scenario simulation teaching, students are able to comprehend how to describe holidays and vocabularies of geological positions. At the same time, they will no longer be unfamiliar with cultural introduction process in guiding work anymore.

1.2 Task-Driven Teaching Method

In order to create a real professional atmosphere, and cultivate students' comprehensive professional ability, task-driven teaching method can be adopted. Post English proficiency emphasizes proficiency in the use of English skills, thus students need to master the post horizontal and vertical operation processes. Taking the second unit of "Professional English in Tourism" as example again, in order to let the students know more about the operation processes of guided tours, especially in the hope that the students will know how to link the operation processes in English, according to the task of assigning tasks → presentation Task → add tasks → complete the task steps, operate task-driven teaching method. Enforcers of every step are students. They will experience the use of professional English while operating every task. Groups of student supplement each other and improve their understanding on operation process together. Meanwhile, students can also be arranged into practice, training bases. They are arranged for different roles to complete the teaching task. Task-driven teaching method stresses the main position of students. With teacher's delicate arrangement, students will experience intensive language practice and learn from the operation, which transforms language skill from theory to practice. Students complete a series of tasks that highly related to actual life and work under teachers' guide after accepting task, group discussion, and role-playing. Through those tasks, students firm their language knowledge and develop their language skills, thence efficiently improve their practical English skill.

1.3 Project-Oriented Teaching Method

In order to develop students' exploratory learning ability, project-oriented teaching method can be adopted.

Under the guidance of the teacher, the learner completes the whole process of a project by means of learning, participation, experience, interaction, communication and cooperation. The operation process of project-oriented teaching method in English teaching in advanced vocational education includes four steps: project creation, project implementation, project inspection and project evaluation. In the project creation step, teacher determines the project topic according to the text content and teaching objectives, introducing key points and difficult part of language knowledge. In the project implementation step, students collect relevant information around the project topic, under the guidance of teachers to complete the project tasks. During the project inspection step, students demonstrate the results of teamwork efforts in various forms, including research report, PowerPoint, dialogue, and performance. In the project evaluation step, each group evaluates and summarizes the projects according to the mutual evaluation of project achievements. The evaluation mainly includes the meaning of the topic, the difficulty of the topic selection, the diversity of data collection, the skill of expression in English, the rationality of the conclusion and the vividness of performance. Project-oriented approach emphasizes learners through the subject of discussion, research, collaborative problem-solving, so as to cultivate students' ability to learn independently and a good sense of innovation and collaboration spirit. The project-oriented teaching method accords with the cognition law of language learning, and guides students to acquire knowledge through various channels in the process of completing the project. Through the collection, processing, application of information and experience solving process, students develop their skill to use English comprehensively, to promote the development of students' creativity and ability to solve practical problems.

2. THE ESTABLISHMENT OF DIVERSIFIED EVALUATION SYSTEM IN ENGLISH TEACHING

Because the work process of the project curriculum is the reform direction of higher vocational curriculum, such courses focus on students' practical ability, creativity and practical skills. However, at present, many English courses in higher vocational colleges take the close-book examination as the main assessment method, and the multi-evaluation system to promote students' all-round development is far from established. The traditional evaluation method cannot meet the needs of curriculum reform. The main drawbacks are as follows: a) only paying attention to the final results not to students' studying process. Teachers only care about the final grades instead of improvement in teaching. Students are busy with examinations, improvements on their abilities and personalities are despised. Students only

study hard during the final exam and still receive high grades. b) Inappropriate choice of content and design of the exam. Questions on students' knowledge, ability and personalities are much less than questions based on memories; the proportion of objective problem is much larger than analysis problems. Therefore, the exam fails to test students' analyzing abilities and problem solving skills, and it has become an encouragement to rote, which is not conducive to enhance students' English proficiency and practical ability. c) The exam method is usually a single exam of 'end of a roll'. Uniform questions and standard answers make students bored and worried, and it also restricted students' thinking.

As the baton of teaching, the traditional evaluation method does not play an active guiding role, but bound the enthusiasm of students to learn independently, limiting the students' knowledge and ability to coordinate their development, putting constraints on the quality of school personnel training. Since it is incompatible with the work process of curriculum reform, we have to assess (work) ability, developing diversity evaluation system suitable to our departments' characteristics, shifting from end-of-term evaluation to main formative evaluation by increasing the weighing of assignments, especially the proportion of students' practical ability of English. In the meanwhile, we need to analyze students' final exams, finding the problem and seeking solutions. Through the establishment of a scientific evaluation system, we can guide students to focus on English learning process, to pay attention to the application of English and its relationship with occupations, and to develop students' professional English ability and improve their practical ability.

The basis of the project-oriented based vocational English course diversification evaluation system of practical activities should include three levels: attitude, ability and knowledge. a) attitude. Student should put responsibility into practice during activities, jumping out of the role of indifferent bystanders and into active actors. They should actively participate in practice and throw themselves into the activities. b) ability. For practical activities, the main focus is to train students for the ability to think and complete tasks independently, their interpersonal skills, their abilities to cooperate with others, their language skills, their leadership and leadership skills, and their information collecting and processing abilities. c) knowledge. This mainly refers to the students' acceptance and understanding of new knowledge and integrated use of their industrial English knowledge and other aspects which have been making progress.

In the diversified evaluation system, students are the main body of the evaluation, and it is implemented into the entire teaching process, from all levels in different ways to dynamically and diversely evaluate the learning process, and thus forming an 'evaluation promoted learning, learning and evaluation combined' study management

pattern, changing the exam type study phenomenon, and greatly enhancing the teaching effect. The main contents of this diversification evaluation system are:

2.1 Descriptive Assessment

The evaluation system of students' practical activities can be divided into grades of ABC's, which can be evaluated from the following aspects:

a) Activity skills expressing ability – oral expression (fluent and accurate, accurate, not accurate); writing expression (fluent and accurate, accurate, and not accurate); extracurricular practice ability (under the guidance of teachers; skillful and accurate, accurate, not accurate).

b) Activity quality 1: Enthusiasm – enthusiasm of asking and answering questions in class (always, sometimes, none); enthusiasm of participating in discussion (always, sometimes, none); enthusiasm of participating in learning activities (always, sometimes, none).

c) Activity quality 2: Collaboration – help others (can, sometimes can, cannot); accept help from others (can, sometimes can, cannot).

Create independent opinion (always, sometimes, none).

2.2 Practical Assessment

Practical assessment a method used to assess students' English skills. It can be used in real operations and capacity assessment form and other forms of assessment. The best way to assess the practical ability of students is the practical assessment. This assessment method requires a detailed assessment plan, and it should include the purpose of the assessment, time and place, the needed resources and equipment, assessment content, number of staff and students, and detailed descriptions of the rubric. It has the advantage of accurately assess each student's knowledge and ability, teachers can change the type of questions easily in order to prevent cheating. It is authentic and can facilitate teachers to provide effective advice to students. However, this method is expensive, takes a long time, requires a real scene setup, and can interfere with daily work easily. Practical exam can take the form of the following:

2.1.1 Real Operation

The real operation requires teachers to first complete the contents of the outline and instructions and explain the operating requirements and rubric to students. The assignment can be a piece of product, or it can be a written piece, such as a work report, an activity plan, a project design, a letter, or a contract agreement.

2.1.2 Competency Checklist

The competency assessment form should be developed by the teacher, including skills assessment of a series of activities and performance requirements. Teachers need to classify the assessment contents, that means, assign

students with different jobs. Students need to complete the task under teachers' supervision, and teachers need to determine whether the students meet the required standards and are competent for the work based on their performances. Teachers must record all the assessment information to ensure it is fair, reliable and effective. This method of assessment particularly applicable to graduate students so that they experienced the work environment and job opportunities, and even work in the real working environment, before they graduate or go to work. Of course, this assessment requires a simulation laboratory or a practice based outside the school, and the school needs adequate teaching staff; otherwise, it will be difficult to arrange such an assessment.

2.1.3 Question Assessment

Higher vocational students must meet the criteria proposed by enterprises. In the UK, great emphasis is

put on the life's six core skills: expression, calculation, information processing, cooperation, self-study ability, and problem solving ability; in our country, a foreign language and innovative skills are added, as well. Higher vocational education performs whole process education and training on the students, and they should have gained knowledge of cognitive ability, ability to participate in social activities, communication skills and the corresponding organization and management ability, self-development and other aspects of ability. Thus, in order to assess the overall quality of students, the best way is to ask questions. Teachers can ask students questions about the knowledge and ability relevant to their major according to characteristics of the majors' English in order to assess students' comprehensive skills and give them effective recommendations and feedbacks.

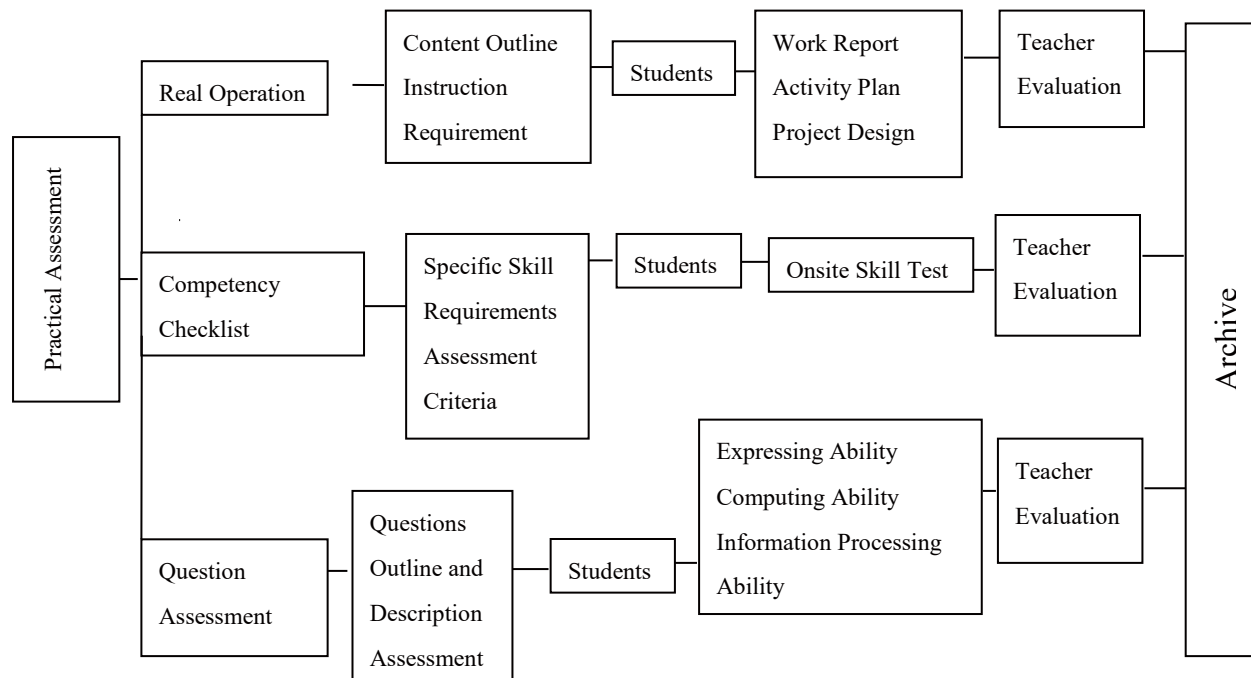


Figure 1
Work Flow Chart for Practical Assessment Model

CONCLUSION

The teaching direction and training objectives of higher vocational education have determined that our graduated students must have a certain degree of vocational skills, so do the social needs. Therefore, the reformation of English teaching mode and the establishment of multiple assessment system is the inevitable trend and beneficial attempt of English reform in higher vocational education. After China's accession to the World Trade Organization, we should make higher vocational and technical education more professional and international in order to localize foreign advanced methods

and standards, and constantly keeping up with international standards and explore more scientific, advanced and effective education and assessment methods for the community to cultivate qualified personnel with truly higher vocational skills.

REFERENCES

- Chang, H., & Xu, T. (2010). Research on the reform of vocational English teaching. *Abroad and Employment*, (12).
- Jiang, D. Y. (2008). The basic trend of curriculum reform of vocational education in the world and its enlightenment. *Chinese Vocational and Technical Education*, (27).

- Jiang, D. Y. (2009). Discussion on the systematic design of the curriculum of higher vocational education. *Chinese Higher Education Research*, (4).
- Li, H. Y. (2006). Transition of teachers' role in English teaching. *Adult Education of China*, (7).
- Liu, D. L. (2008). *Report on the development of foreign language education in higher vocational colleges (1978-2008)*. Shanghai Foreign Language Education Press.
- Ma, S. C. (2009). Practical implementation of vocational education reform and construction of scientific development. *China Higher Education*, (8).
- Wei, J. L. (2011). Research on English teaching reform mode of higher vocational education based on the integration of general English and industry English. *Journal of Liaoning Agricultural Vocation-Technical College*, (1).