

# On the Reform and Innovation of College English Teaching Based on the Integration of Industry and Education in China

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**Abstract.** College English teaching has drawn more attention than ever before in China due to its failure to adapt to the social development and cultivate talents of international competence. Against the background of the industrial transformation and upgrading and the comprehensive reform in education in China, it's imperative and of great significance to make a thorough analysis of the relevant studies pointing out the problems so as to promote the reform and innovation of college English teaching based on the integration of industry and education.

## Introduction

In recent years, the reason why college English teaching has drawn more and more attention in China is that it no longer adapts to the social development due to its defects such as monotonous teaching mode, unsatisfying teaching effect, serious consumption of time and poor efficiency, poor cultivation in English listening and speaking, and so forth. Therefore, it's imperative to carry out reform and innovation in college English teaching in China. Currently, the industrial transformation and upgrading and the comprehensive reform in education offer great opportunity for the reform and innovation of college English teaching in China. It's of great significance to make a thorough analysis of the relevant studies pointing out the problems so as to give impetus to the reform and innovation of college English teaching based on the deepening of the integration of industry and education in terms of concept, objectives, routes, methods, etc.

## Integration of Industry and Education

The past two decades of the 21st century has witnessed great development of education in China with great contributions made by a growing number of highly qualified talents in almost all the industries. Meanwhile, the supply-side of talent cultivation, however, is still not in accordance with the demand-side of industries in terms of quality and level. Therefore, It is badly needed to further deepen the integration of industry and education in order to achieve the organic connection of the chains of education, talents, industries and innovation, which is of great significance to promote the supply-side structural reform in human resources and the transformation and upgrading in economy, improve the quality of education in an all-round way, expand employment and business starting and cultivate the new momentum of economic development.

In China, relevant studies of integration of industry and education show the following features. First, the history of research is comparatively short. It is in 2007 that relevant studies of integration of industry and education began to appear. Till now it has been 11years which can be said that the history of studies is comparatively not so long. Second, the amount of papers changes from rare to booming. In the earliest six years from 2007 to 2013, there were few relevant studies, to be specific, there was only one paper both in 2007 and in 2009, two papers in 2012, six papers in 2013 and there were no relevant studies in 2008, 2010 and 2011. In contrast, since 2014 relevant studies began to spring up, booming, to be specific, 102 papers in 2014, 234papers in 2015, 294papers in 2016 and 470papers in 2017. The year of 2018 witnessed a sharp increase with 935 papers springing up. It can be concluded that the integration of industry and education has become the focus of the academic studies against the background of the transformation and upgrading in industries and the comprehensive reform in education. Third, relevant studies get promoted in depth and width. Those

studies before 2014 usually concern the introduction to the situation of the integration of industry and education in vocational colleges. For example, Shi Yepin and Chen Bin(2007), Chen Jianmin(2012), Wang Jianliang and Ye Shengyan(2013) introduce the integration of industry and education in Nantong Zilang Vocational College, Beijing Industrial Vocational College and Suzhou Art and Design Technology Institute respectively[1,2,3]. It is after 2014 that the academic studies began to go deeper. Wang Danzhong and Zhao Peihua(2014) make detailed analysis from three levels, that is, policy, theory and practice, and point out that the integration of industry and education is the inevitable choice for China's vocational education[4]. Liu Yiurong, Xiang Gui'e and Wang Jiangcheng(2015) explore four models for the fusion of education and industry of application-oriented universities, i.e. the research and development of education and industry, joint development of education and industry, project guidance as well as the cultivation of and communication among talents[5]. Feng Zifang(2016) puts forward how to further the integration of industry and education in the application-oriented universities by making a case study of Chizhou University of China[6]. Chen Xing and Zhang Xuemin(2017) point out that The "center-periphery" higher education system structure makes application-oriented universities very difficult to implement industry-education Integration and give suggestions on how to surpass structural limit and deepen the integration[7]. Shun Shanxue(2017) makes an analysis of the theoretical source and connotation and brings forwards four tips on how to deepen the integration of industry and education in the light of the Reports of the 19th National Congress of the communist Party of China[8]. Qi Zhanyong and Wang Yufei(2018) make a thorough analysis of the development of vocational education policy of integration of industry and education in the past 40 years of Reform and Opening –up and points out the policy of integration of industry and education should be strengthened through establishing the linkage mechanism, setting up the special legal protection, innovating modern management mode and improving funds input mode[9].

## **Reform and Innovation of College English Teaching in China**

College English teaching has remained the focus in the academic circles of foreign languages, which is manifested in the large amount of research papers. Since 2008, the amount of papers has reached over ten thousand annually (there is an exception in 2018 with 9588 papers). After a thorough analysis of these papers, it can be found that, in addition to the comparatively traditional research from the perspective of faculty, subjects, teaching methods, etc., there appear new characteristics which feature two "focus".

First, focus on modern teaching technology. The vast majority of scholars hold that the advancement and widespread use of modern teaching technology not only bring great convenience but also set higher demands for the teaching and learning of college English. Jiang Xueqing and Ding Yan(2012) propose, based on the theory of multi-modality, multi-media and multi-environment, the notion of ecological integration of information technology with language learning courses and the constructivist model of learning and teaching, a tentative theoretical framework guiding the construction of new College English teaching model in an era of rapid development of modern education technology[10]; Hu Jiehui and Wu Zhongjie(2014) point out that the MOOC-based flipped classroom instructional model is suitable for College English teaching and highly recognized by the students, and the coordination of MOOC and flipped classroom teaching contributes to fully blended learning in foreign language education supported by information technology[11]. Li Xiaohong(2015) explores the multi-model, multimedia, multi-setting reform of college English teaching from the perspective of "Internet+"[12]; Du Longding(2016) puts forward taking the traditional English teaching as principal supplemented by MOOC after a thorough analysis of the features of language teaching and the nature of MOOC[13]; Zhu Hongmei and Zi Ying(2017) discuss the cultural turn and modern technology aided networking teaching in carrying out the reform of college English teaching[14]; Jiang Yan and Hu Jiasheng(2018) explore the administration, instruction and guarantee operation mechanism of massive college English flipped instruction based on several years' experiments[15].

Second, focus on ESP. The studies of ESP(English for Special Purposes) in China began from the 1980s when the Chinese scholars were not very familiar to it with most of the their papers (Zhong Guifen and Lu Xiaoyong, 1980; Cheng Shilu and Zhang Guoyang, 1995)concerning introductions rather than studies. Since 2000, the studies of ESP began to go deeper. Zhang Jianwen(2002) makes a detailed analysis of ESP features and faculty training so as to improve the teaching of ESP[16]; Duan Ping and Gu Weiping (2006) argue that to introduce technical communication into ESP curriculum is beneficial to the development of students' English proficiency and can be a direction of the college teaching in China[17]; Zhang Linhua and Zhao Lintong(2008) point out that multimedia-aided cooperated teaching and learning mode helps transform the traditional ESP teaching mode by strengthening the practicability of ESP, thereby making the students full of energy with more interest in autonomous learning of English[18]; Zhang Jihua, Gao Qing and Wang Beilei(2009) attempt to apply corpus linguistics to ESP teaching by using data-driven learning mode to promote ESP vocabulary teaching so as to raise the efficiency of ESP learning and accelerate the reform of college English teaching[19]; Gu Zhizhong(2010) makes a review of the latest development of ESP teaching in China and abroad with focus on the problems in China's ESP teaching and puts forward five solutions[20]; Dai Jin(2016) explores the ESP course design and teaching mode in engineering by making a case study of the needs of teachers and students of engineering in Nanjing University of Posts and Telecommunications[21]; Xu Jianying, Zhang Xuehong and Hu Jixiang(2017) points out that ESP, extension of college English teaching, contributes to the integration of teaching resources of relevant majors and puts forward specific part/full cooperation scheme of college English teaching and bilingual teaching[22]; Cai Jigang(2018) points out that against the background of "two first rate" and the Belt & Road Initiative the contradiction of college English teaching in China has turned into that between the demand for the cultivation of talents of international competence and the failure to meet the demand, and argues that China's forty years' college English education does not make a success in the cultivation of talents of international competence and communication, the reason of which is that the goal of college English teaching is set to help students acquire EGP neglecting that English serves as an effective tool for the obtaining and exchanging of professional information and paying undue attention to the role of college English in cultivating talents[23].

### **Critical Analysis Based on the Industry-Education Integration**

From what has been discussed above, the integration of industry and education and reform and innovation of college English teaching has been the focus of academia in China, characterized by various perspectives and abundant achievements. However, there still remain four problems, as follows.

To begin with, a vast majority of studies focuses on the prestigious universities, whereas most of the application-oriented universities and colleges nearly fall into oblivion, which should be corrected.

Second, most of the studies pay more attention to the effect of new media including WeChat, MOOC, flipped classroom and the like on college English teaching. Unfortunately, these studies feature not only the lack of the reform and innovation of college English teaching in the age of convergence of media but also the lack of the reform and innovation of college English teaching in the application-oriented universities and colleges, which, in view of the promotion of the transformation of local universities and colleges into application-oriented ones, is a big pity failing to meet the demands of social development and the reform of higher education. What's worse, it's unfavorable for the healthy development of college English teaching.

Third, there is a striking lack of studies of the integration of ESP and EGP, which demands more attention in terms of the cooperation between universities and industries, adjustment of college courses, integration of various teaching resources, interdisciplinary teaching, etc. All these aspects deserve deeper and more comprehensive research.

Forth, currently, with the industrial transformation and upgrading and the comprehensive educational reform, the integration of industry and education represents the general trend, which

sets new demands and brings great opportunity for college English teaching. In contrast, there are comparatively few studies of the reform and innovation of college English teaching from the perspective of the integration of industry and education.

## Conclusion

It's widely acknowledged that the integration of industry and education represents the general trend. The industrial transformation and upgrading and the comprehensive reform in education offer great opportunity for the reform and innovation of college English teaching in China, Studies of which should be enhanced both in depth and width to cope with the existing problems and defects. Only in this way can college English teaching meet the social demands and fulfill its mission of cultivating talents of international competence and communication for the vast majority of industries.

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