

## Study of IAICC Higher Vocational English Listening and Speaking Teaching Model Based on Vocational Orientation

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**Abstract:** With the rapid development of socialist economy and the globalization of China's economy, with the introduction of "Belt and Road" policy, the trade between China and foreign countries is getting closer and closer, so English majors are becoming more and more important. The scale of higher vocational education has developed very rapidly, and the research of employment-oriented educational theory and talent training model has achieved fruitful results. However, with the development and reform of higher vocational and technical education, the basic courses, especially the English courses, have greatly reduced, and the public English curriculum has marginalized gradually. Meanwhile the demands of social enterprises on English skills of higher vocational graduates have not reduced. On the contrary, the foreign business has increased. Therefore, the pressure of public English teaching in higher vocational colleges multiplied and pushed the intersection of reform and development. As a public subject, English is naturally widely used, but different positions have different requirements for English. The idea of higher vocational education in our country is "employment-oriented, student-centered and capability-oriented". Only by adhering to the principle of taking vocational posts as the guide, clarifying the teaching objectives of higher vocational English and improving the traditional teaching methods, can we effectively improve the English teaching activities in higher vocational colleges. This paper discusses the reform of higher vocational English teaching based on vocational post orientation, hoping that it can be helpful to higher vocational English teaching.

### 1. Introduction of Vocational Post Oriented English Teaching in Higher Vocational Colleges

The main contents of the investigation are as follows: what are the specific requirements for the English skills of vocational graduates in employing units; In terms of English skills, what skills should be required for higher vocational graduates, and what are the suggestions for the construction of English teaching in higher vocational colleges by employing professional posts. Through investigation and research, most employers think that mastering English skills directly related to the professional title, academic background and promotion of the graduates. The requirements of enterprises for English skills in higher vocational education are listening, speaking, reading and writing. The ability of translation must be possessed, and the ability of listening and speaking must be quite outstanding. For the construction of courses, the employers believe that higher vocational English courses should be based on the needs of the vocational posts that students have to engage in after graduation, to lay the groundwork for the work of students after graduation. English listening and speaking teaching plays an important role in higher vocational English teaching. According to the statistics of W. M. Rivers and M. S. temporally, listening, speaking, reading and writing accounted for 16% of the time in adult communication. It is also easy to see from this data that listening and speaking play a very important role in adult communication, accounting for 75% of the time. In addition, higher vocational and technical education aims to cultivate skilled and applied talents. The Department of higher Education (Education [2000] 57) of the Ministry of Education pointed out in document "basic requirements for English course teaching in higher Vocational Education": the goal of English teaching in higher vocational education should be to cultivate students' ability to use language in practice. The practicability and pertinence of

teaching contents should emphasize. Therefore, for the higher vocational colleges, it is particularly important to cultivate students' practical language use ability.

## **2. The Present Situation of English Teaching Mode in Higher Vocational Colleges and the Problems to Solve**

People see the problem of listening and speaking in higher English education, of course, it is a prominent problem in English teaching in higher vocational colleges. In recent years, English teachers in higher vocational colleges have carried out a great deal of teaching innovation around this problem. In the teaching mode, the "arbitrary" teaching style of the old teacher center (teacher--centered) has removed, and the student-centered and teacher-led teaching mode has popularized and implemented. The teaching methods change from blackboard, chalk, tape recorder and other backward English teaching methods. Teachers adopt multimedia teaching, which can attract students' visual effect in class, and the teaching methods are becoming diversifies. More and more, they use project teaching method, group discussion method, and dialogue demonstration method and so on, and students are interested in them. Through the above reform, the effect is more outstanding, the students' sense of participation and the desire to express in English are more and more intense. Is it that vocational English has reached the ideal state of no need for reform? The author thinks that there are at least two problems in English teaching in higher vocational education. The first is that the teaching material is not professional oriented, which is manifested in that the content of English teaching material in higher vocational education is divorced from the direction of professional teaching, and that there are two lines of English teaching and professional teaching. There is no auxiliary interaction with each other, let alone who serves whom, which leads to the students feeling. One is the deviation of students' learning cognition caused by the assessment method of higher vocational English teaching. The tendency of examination guidance has not rid of the examination-oriented, the passing rate of each college is the pass rate of ability three levels, and the practicability has not highlighted. In fact, the vocational students have a certain system and rules of English grammar. As a result, they find it difficult to understand each other's speech in the right situation, choose the right vocabulary, use grammatical concatenation and express themselves properly. Of course, through the evaluation of three levels of competence guidance has not completely rid of the tendency to focus on English language knowledge. English teaching in higher vocational colleges has a certain degree of exam-oriented tendency, which weakens to a great extent the formation and improvement of students' practical English application ability under the background of industry.

The teaching problem is to solve the problem of listening and speaking in traditional English. In the teaching of speaking, listening and speaking are separated by paying too much attention to "input", that is, "listening", and neglecting "output", that is, "speaking", which causes students' oral English to be insufficiently practiced. Most students only "understand" but "can not speak", eliminating students' boredom and fear of learning English to solve the problem of traditional English listening, the formality of teaching materials and the non-professional and Target content of teaching materials. By providing relevant professional video and audio materials, we can create a relaxed and pleasant atmosphere and reduce students' anxiety.

## **3. Constructing a IAICC English Listening and Speaking Teaching Model**

Traditional English listening and speaking teaching separate listening and speaking and pay too much attention to "input", that is, "listening", while neglecting "output", that is, "speaking", which results in students' oral English being insufficiently practiced. Most students only "understand" but "can not speak"; Traditional English listening and speaking teaching lack picture sense, students can only mechanically imitate, but do not know how to use flexibly. The "input hypothesis" model proposed by American linguist Krashen (Krashen) in the 1980s states that only when the learner exposed to "comprehensible language input". That is, a second language input that is slightly higher than his current language skills level, does he only when attention focused on the understanding of

meaning or information rather than the understanding of form. In the comprehensible output hypothesis, linguist Swain (Swain) clearly points out that the output of second language learners can help them to use language fluently and accurately. Therefore, English listening and speaking teaching in higher vocational colleges should pay equal attention to "input" and "output", and apply the theory of "input" and "output" to English listening and speaking teaching practice. In addition, the linguist Johnson (Johnson) points out: "if the learner has a happy mood to learn, she or he are more receptive to her or his language."

Therefore, how to effectively arouse the enthusiasm and enthusiasm of students to learn English and to train students with both professional knowledge and good English communicative ability for enterprises and institutions has become an urgent problem to solve by schools and English teachers. Therefore, the author puts forward the IAICC English listening and speaking teaching mode of "acting in middle school, learning to play in middle school", focusing on students, so that students can learn English easily and pleasantly, master English and apply English.

This study applies the idea of "acting in middle school" to English listening and speaking teaching in higher vocational education, and constructs a IAICC English listening and speaking teaching model, that is, introducing (Introduction)-appreciating (Appreciation)-imitating (Imitation)-creating (Creation)-consolidating (Consolidation), The figure below shows:

Table 1

Steps	Contents
Introduction	A brief introduction to the terminology, key vocabulary, sentence patterns and background of listening materials
Appreciation	Play relevant professional constitutional dialogues or film clips to allow students to enjoy dialogue in stories or pictures, focusing on listening and observing
Imitation	According to the material played, the students are divided into groups, assigned roles, and then asked to imitate the content of the performance material, with Emphasis on Speaking and Performing
Creation	Teachers create multiple scenarios for students to choose from, or students create their own scenarios. Students create dialogues with creativity, perform again, and focus on speaking and acting.
Consolidation	After the students imitate and create the performance, the students themselves summarize the key words and sentence patterns in the performance, sum up the acquired knowledge, memorize and digest the problems found by the teacher, and discuss the solutions with the students. Each student is asked to fill out the acquisition ability form

English listening and speaking, in higher vocational colleges, should emphasize in order to enhance students' practical ability to use English in future professional posts. This chart intends to construct a career-oriented IAICC English listening and speaking model and apply it to the practice of public English. With the aim of improving students' practical ability of listening and speaking, taking the realistic and meaningful situations as the core, the students can learn English in a relaxed and pleasant atmosphere through role-playing. Improve English listening and speaking ability in the performance, and then verify the teaching model the feasibility and effectiveness of the formula.

#### 4. Conclusion

The reform of English teaching in higher vocational colleges should always emphasize the educational thought with vocational and technical competence as the core and adapt to the reform direction of vocational education based on ability. The ultimate goal of the public English teaching reform in higher vocational colleges is to enable every student is willing to receive English education and to be able to set up a public English teaching system. In addition, the formation and promotion of such ability must serve the overall goal of cultivating highly skilled personnel in higher vocational education; higher vocational colleges need to understand the actual needs of society when training talents. Under the guidance of career orientation, we should notice the way of English teaching in higher vocational colleges, and innovate and develop the traditional teaching methods and contents. Higher vocational English teachers need to understand the actual situation and foundation of students, to develop a teaching model and method suitable for students' development, and better carry out English teaching to students. Therefore, those students can improve their English application level and comprehensive quality, and finally can better cope with future work and life.

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