

# *A Study of English Curriculum Cohesion in Secondary and Higher Vocational Education based on Questionnaire--Take Jmi as an Example*

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**Abstract:** The linking-up of higher vocational courses has become an important content in the construction of modern vocational education system in China, however, there are some problems at present, such as the lack of interdependence of training objectives, the weak link between cultural basic courses and so on. This paper analyzes the enlightenment of the questionnaire to the professional development of the students who have been promoted to higher vocational colleges in our college, and hopes to provide some suggestions for the effective link-up of the students who have been enrolled in the corresponding program in higher vocational colleges.

## **1. Introduction**

There are 244 students enrolled in the Vocational College of Economics and Management of 2021. On March 9, 2022, the author sent out 244 questionnaires, of which 104 were from secondary vocational schools to higher vocational schools. There were 104 classified questionnaires, and the recovery rate was 100%. Among 104 valid questionnaires, the effective rate was 100%. The questionnaire consists of three parts: the first part is the basic information, including students' attitude towards English learning, their entrance scores, and their confidence in English learning, the purpose of learning English and the role of English in the future learning life, etc. The second part is the students' teaching methods to the teaching materials/teachers in the course study of higher vocational school. The third part is about the obstacles students encounter in the process of English learning in higher vocational colleges.

## **2. Questionnaire Analysis**

### **2.1 Basic Situation Analysis**

Of the 104 students enrolled in the 2021, 35.58% did not take the College Entrance Examination. 24.04% scored from 91 to 110, and 22.12% scored from 61 to 90, 7.69% scored below 60, and 10.58% scored 111-130. Students enrolled at 2021 generally don't do well in English, with less than 30 percent passing English. From the distribution of the scores, it is a potential problem that the matching test between students' English condition and the difficulty of vocational college English

teaching is not carried out.

In the Question of “Confidence in English Learning”, 73.08% of the Students Have General Confidence in English Learning. 18.27% of the Students Have No Confidence.

Only 8.65% of the students have full confidence in English learning. This set of data prompts us to actively mobilize students' enthusiasm in daily teaching. Teaching methods and teaching models should be flexible and changeable to arouse students' interest. In this way, English basic courses and professional English courses can be carried out in higher vocational colleges.

As regards learning attitude, the results of the survey are shown in Table 3. The results show that 22.12% of the students do not like English learning. 55.77% like it a little bit, 17.31% like it and 4.81% like it very much. It can be seen that more than half of the students are passive to learn. Their learning is much more blindly, passively, and is lack of enthusiasm, initiation. Compared with the follow-up in secondary vocational schools, English learning in higher vocational schools requires highly autonomous learning ability and college students' subjective initiative, thus arousing students' internal drive. To combine English learning with future workplace English closely, and arranging the study plan and study time reasonably are very necessary. Otherwise, it is impossible to achieve good results in professional English teaching.

As to the purpose and use of English, 51.92% of the students think that English is a tool to further their studies, 21.15% of the students study English to prepare for exams, and only 19.23% regard English as related to employment, interest-driven English learning accounted for 7.69 percent. In this group of data can be seen that students do not pay attention to professional English. They invest a lot of energy into the basic English so as to use English as a tool to pass English tests. This phenomenon is closely related to the extremely low employment rate of the graduates from higher vocational colleges. The society pays more attention to the educational background, which makes most of the graduates choose to pursue further education and improve their educational background instead of employment. Therefore, we can draw inspiration from this group of data. Teachers should help students correct their learning attitude, set up employment examples, help students find their own position, find the right way for their study and employment. This year, the Ministry of Education announced that the abolition of the “General Vocational Diversion” will help the future teaching of higher vocational education. So that students in higher vocational education on the road to study more purely. Professional quality, professional ability will also be well promoted. 44.23 percent of the students think English is not important, and more than half of the students think English is necessary. This set of data shows the contradiction of students learning English. More than half of the students think English is useful, need to learn. But in the previous set of data on the lack of confidence in English learning. So this set of data fully reflects that students like to learn English well, but in the process of learning difficulties, they can not find a solution to the problem. This shows that teachers need to construct the curriculum system in many aspects in the connection of English curriculum in secondary and higher vocational schools.

## 2.2 English Courses of Jmi

The problems in this part are designed to investigate the practicability of English teaching materials after entering higher vocational colleges and the comparison of the difficulty of English teaching materials in middle and higher vocational colleges. The survey results are as follows: the practicality of higher vocational English teaching materials is an important measure of whether higher vocational English teaching materials and enterprises can keep pace with each other. The data show that 63.93% of the students think that the practicality of higher vocational English teaching materials is relatively average, 19.23% of students thought it was very practical, 16.35% thought it was not practical, and 0.96% thought it was quite out of date. In addition, the difficulty of

teaching materials in secondary and higher vocational schools should be spiraling up to constantly improve students' English ability. But the survey results show that 49.04% of students think English teaching materials are more difficult than secondary vocational school, but can keep up. 25.96% of the students think that the English teaching materials in secondary and higher vocational schools are almost as difficult, and 20% of the students think that the English teaching materials in higher vocational schools are too difficult to keep up with. And only 5.77% of the students think that the teaching materials in higher vocational schools are less difficult than those in secondary vocational schools, thus it can be seen that the uneven difficulty of teaching materials in secondary and higher vocational schools has caused some resistance to the improvement of students' English ability.

The next five questions are aimed at students' autonomous learning in higher vocational colleges. One of the investigation questions is whether it is suitable for higher vocational education. Only 15.38% of the students are very adaptable, and nearly 70% of the students are relatively adaptable to higher vocational education. 37.5% of the students spend 3-4 hours a week, 32.69% of the students spend 1-2 hours a week, and 13.46% of the students never study English, only 3.85% of students spent 7 hours per week and 12.5% spent 5 hours per week. According to the content of English learning, students need to be trained in listening, speaking, reading and writing every day. The data suggest that we should make a scientific and reasonable English learning plan. Only 25% of the students will often check English problems, and most of the students do not have the motivation to study English. They sometimes or occasionally check English problems, and they do not attach importance to the study of English. Only about 24 percent of students actively seek English learning opportunities through multimedia and newspapers. But as many as 83% of students believe that English learning methods, such as writing diary and email in English, will be helpful to English learning. Thus, in these five sets of data, we can see that the importance of students to English learning is clear, that English learning methods are clear, but English learning initiative and autonomous learning ability are very low which is an urgent problem.

The following questionnaires focus on the teaching links, teaching tools, teaching methods, classroom interaction and the level of teachers. The survey data shows that there is little difference in the teaching links and the application of teaching tools among the secondary and higher vocational school teachers, and most of them use teaching tools such as multimedia and blackboard for teaching interaction. 52.88% of the students think that the teaching methods of secondary and higher vocational teachers are similar. 12.5% and 28.85% of the students think that the teaching methods of secondary and higher vocational teachers are very different. In higher vocational education, autonomous learning occupies a large proportion. Teachers' teaching methods should take promoting students' autonomous learning as their main task and adjust it. Nearly half of the students think that the teaching method has not changed, that is to say, many teachers still use the follow-up teaching method in secondary vocational schools, without upgrading the teaching method. The students are quite satisfied with the teaching level of the higher vocational teachers. At the same time, the author thinks that English learning in higher vocational colleges mainly depends on autonomous learning, and the content of learning is becoming more professional and difficult, and the teaching methods of teachers are also changing.

### **2.3 Students' English Learning Difficulties At the Stage of Higher Vocational Education**

At the end of the questionnaire, the author investigates English learning disabilities and difficulty ranking. 56.73% of the students think that the learning method is the biggest obstacle, followed by the weak foundation of English, the lack of language environment, and the loss of English learning confidence. In the aspect of English learning difficulty, the order from difficulty to easy is listening, speaking, reading, writing and translation.

The final question of this survey is *what are the suggestions for English teaching?* Students think that learning English should follow the teacher's steps, use more English dialogues, create a relaxed atmosphere in the classroom, relieve the tension, combined the content of textbooks with practical knowledge.

### **3. The Main Conclusions of the Investigation**

#### **3.1 Students Have a Strong Desire to Learn English, But Their English Foundation is Weak and They Lack Self-Confidence**

The data of 104 questionnaires show that the secondary vocational school students who have been promoted to our college have a strong desire to learn English. 78.08% of students like English courses, 83.65% of students think English is practical, 51.92% of students think English learning is very necessary. Whether students study English for employment or for undergraduate study, the data components indicate that students want to learn English and apply it to exams and jobs. However, the investigation of English learning disabilities shows that students lack self-confidence in English learning, which is mainly due to the weak English foundation of Secondary vocational school students and the lack of scientific learning methods. It is believed that English listening and speaking are the most difficult, and there is no English learning atmosphere and inferiority complex.

#### **3.2 Students Are Aware of the Importance of English Learning, But Lack the Ability of Autonomous Learning**

Survey data show that 80% of students think English is very practical, in the examination, employment, study and interest training, and English can help them to go to the good scores . 96% of the students think English is essential in their study and life. About 80% of the students think English will play a big role in communication, journaling and email. However, only 15% of the population study English regularly, and 45% of the population study English occasionally or never. For the problems in English learning, 72.12% of the students know that English learning in higher vocational colleges needs more independent learning than that in secondary vocational schools. However, only 25% of students will regularly check up on their English problems and correct them, and 24% will actively seek ways to learn English through multimedia and newspapers and magazines. It can be seen from this that the students ' study state is in the state of willing to study but being lazy to study.

#### **3.3 The Students Have Not Put Professional English into Proper Position.English is Nothing But a Tool to Pass Exams**

According to the survey data, 51.92% of the students study English for the purpose of promotion from higher vocational education to undergraduate education, 21.15% for the purpose of English examination, and only 19.23% for the purpose of employment. At present, the study of higher vocational colleges has become a transitional period for students to upgrade from a junior college to a bachelor's degree. As soon as students enter the university, they begin to prepare for the revision and examination of the bachelor's degree. They only listen to the courses related to the bachelor's degree, and only brush the topics needed for the bachelor's degree, the employment-oriented courses and practical training designed by higher vocational colleges are not taken seriously. This is the reason why the employment in higher vocational colleges is especially bad at present.

### 3.4 English Environment is Not Available and Students' Listening and Speaking Skills Can Not Be Improved

In the questionnaire, 43.27% of the students think that the biggest obstacle to English learning is the weak foundation of English and the lack of a scientific and reasonable learning program. The data can also be verified in easy-to-hard subjects. Students think the most difficult subjects are listening and speaking. Both require input and output in an English-speaking environment.

### 3.5 The Degree of Recognition of Higher Vocational Education is Much Higher Than Before

The questionnaire shows that 104 students have 95% satisfaction with the way and level of teaching. In class, 73% of the teachers will design and organize debates, performances and other teaching activities to enliven the classroom atmosphere. 52.88% of the students think that there is little difference in the teaching methods of secondary and higher vocational teachers. The teaching material of secondary and higher vocational education is not too difficult.

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