

Reflection and Practice on Public English Teaching in Vocational Colleges from a Cross-Cultural Perspective

Haifan Du

Ordos Vocational College, Ordos, Inner Mongolia, 017000, China

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Abstract: As a language discipline, English should not be confused with professional courses in the teaching process. The current teaching methods used in English teaching in vocational colleges in China are outdated and fail to focus on the teaching characteristics of language subjects, which seriously affects the quality of public English teaching. In response to this situation, this paper explores the practice and thinking of public English teaching in vocational colleges from a cross-cultural perspective, and seeks new paths for the reform of public English teaching in vocational colleges in the new era, based on a cross-cultural perspective. It aims to effectively improve the quality of public English teaching in vocational colleges.

1. Introduction

As a language subject, English has long faced the problem of outdated teaching methods, and most vocational colleges have not been based on the teaching characteristics of language subjects in the public English teaching process, making it difficult to stimulate students' interest in English learning, seriously affecting the quality of public English teaching in vocational colleges. In response to this situation, vocational colleges in China need to clarify the teaching characteristics of language subjects, carry out public English teaching in vocational colleges from a cross-cultural perspective, improve traditional teaching models, and keep up with the trend of the times and carry out public English teaching, based on the basic English level of vocational college students, in order to improve teaching quality.

2. The Current Situation of Public English Teaching in Vocational Colleges

2.1. Obsolete Teaching Content and Methods

Currently, in the process of teaching public English in vocational colleges in China, most teachers are influenced by traditional teaching concepts and still use outdated teaching content and methods. Especially for teaching methods, English teachers in vocational colleges have always adopted a "cramming" teaching method, which not only fails to fully play the role of students as the main body in the classroom, but also cannot be based on the characteristics of public English as a language discipline. It has seriously affected the quality of public English teaching in vocational

colleges [1]. With the development of the times, the connections between countries around the world have become closer. The main purpose of offering public English in vocational colleges is to improve students' English communication skills and promote international communication and cooperation through English teaching. However, outdated teaching content and methods cannot adapt to the trend of the times, making it difficult to meet the teaching characteristics of language subjects. This not only seriously affects the quality of English teaching, but also hinders talent cultivation.

2.2. Single Public English Teaching Resources

For public English teaching, the most important thing is public English teaching resources, in addition to teaching methods and content. Currently, the public English teaching resources in vocational colleges in China are relatively limited. Despite being in the era of information technology, vocational colleges have been unable to integrate advanced internet and information technology into their English teaching due to the impact of teaching funds, seriously affecting the quality of public English teaching. Especially with the development of the times and the ever-changing society, people need to use the internet to understand social life and clarify the direction of the times. The outdated teaching equipment in vocational colleges will seriously affect students' access to public English teaching resources. Currently, most vocational college students are still obtaining resources through traditional teaching textbooks. This teaching resource model is too single and cannot adapt to the trend of the times. Students' learning of public English resources has a certain timeliness. Especially for the majority of vocational college students, their English communication skills are poor. A single English teaching resource overly emphasizes the teaching of written English to students, while neglecting the teaching of students' English listening and speaking abilities, which seriously affects the quality of public English teaching in vocational colleges [2].

2.3. Low Interest in English Learning among Students

Most students in vocational colleges have poor basic English proficiency, especially when using outdated teaching methods, which makes it more difficult to stimulate students' interest in English learning. At the same time, some vocational English teachers fail to combine students' basic English teaching level in the teaching process, usually using textbook teaching methods. The teaching progress is fast, and students' understanding of English is poor. In the long run, it will seriously undermine students' enthusiasm for learning English. As a language discipline, English teaching is more about stimulating students' learning enthusiasm and enabling them to actively learn English, in order to improve the quality of English teaching. Obviously, it is difficult for vocational colleges to achieve this in the public English teaching process.

2.4. The Setting of English Textbooks Is Not Scientific

For public English teaching in vocational colleges, one of the important factors affecting the quality of teaching is the setting of English textbooks. At present, the English teaching materials used in vocational colleges in China are not scientifically designed, and most of the content emphasizes the teaching of English grammar and vocabulary, while neglecting the teaching of language background in language subjects. This leads to students not fully understanding the language logic behind English subjects and still using traditional Chinese learning methods during the learning process, resulting in most students' unsatisfactory English grades. Currently, the selection of English textbooks in some vocational colleges is not significantly different from that of

undergraduate colleges. However, there are significant differences in the basic English proficiency of vocational students compared to undergraduate students. This kind of textbook setting is not reasonable enough, and teaching is not based on students' basic level, seriously affecting the quality of teaching.

2.5. The Evaluation System for English Teaching Is Outdated

Currently, the English teaching evaluation system in vocational colleges in China is relatively backward. Most universities still use traditional paper based assessment methods, which cannot accurately reflect students' learning situation. Especially for language subjects such as English, more emphasis should be placed on teaching students' language communication skills. However, the paper-based assessment method places too much emphasis on learning English knowledge points, making it difficult to grasp the teaching focus and seriously affecting the teaching judgment of English teachers. During the teaching process, teachers cannot adjust the English teaching plan in a timely manner based on students' English learning situation. At the same time, with the progress of technology, vocational colleges cannot effectively integrate digital technology into the assessment process of public English teaching. The assessment methods are not scientific and reasonable enough, and students tend to focus too much on learning English knowledge points in order to achieve good grades, neglecting the exercise of English communication skills, seriously affecting the quality of public English teaching in vocational colleges.

3. Reflection and Practice on Public English Teaching in Vocational Colleges from a Cross cultural Perspective

3.1. To Improve Teaching Content and Methods

Currently, due to the traditional "cramming" teaching method still being adopted in public English teaching in vocational colleges in China, it does not meet the demand for talent cultivation in the new era. In response to this situation, vocational colleges in China should reform public English teaching in vocational colleges from a cross-cultural perspective, and incorporate cross-cultural teaching in the teaching process to enable students to have a clearer understanding of the cultural background of the English subject, based on the teaching characteristics of language subjects. For example, in the teaching process, teachers can encourage students to engage in group learning, explain English cultural background through storytelling, create a good classroom atmosphere, improve teaching content and methods, and better improve the quality of public English teaching. At the same time, vocational colleges should also strengthen teaching training for teachers, allowing them to adopt various teaching methods such as "situational teaching method" and "practical teaching method" to carry out more diversified English teaching [3].

3.2. To Adopt More Diverse Teaching Resources

Currently, due to the impact of teaching funding, most vocational colleges in China have limited teaching resources, and students have limited access to learning resources. In the current rapidly changing society, excessively single teaching resources will seriously affect the quality of teaching, which is not conducive to cultivating more professional English talents. In response to this situation, vocational colleges in China should adopt more diversified teaching resources, apply advanced technology to public English teaching, encourage teachers and students to use internet platforms to access and learn English resources, and improve teaching quality. Specifically, on the one hand, the education department needs to increase financial investment in vocational colleges and improve the

current situation of insufficient teaching funds in vocational colleges [4]. On the other hand, vocational colleges should also change their traditional teaching methods, adopt more advanced teaching equipment in the teaching process, expand students' access to English learning resources, and build a more integrated English teaching platform based on the Internet platform to promote more diversified public English teaching.

3.3. To Stimulate Students' Interest in English Learning

Due to the poor cultural curriculum foundation of students in vocational colleges, and the fact that English teachers in vocational colleges have always adopted the same teaching methods as undergraduate colleges, it is difficult for vocational college students to keep up with the teacher's teaching progress. In the long run, it will seriously affect students' interest in English learning. In response to this situation, vocational colleges in China should fully leverage students' classroom role in conducting public English teaching, and adopt more diverse teaching methods in the teaching process. At the same time, English teaching cannot always be carried out from the perspective of China. It is necessary to carry out public English teaching in vocational colleges from a cross-cultural perspective, allowing students to learn English in the context of English as a language and culture, in order to better stimulate students' interest in English learning. For example, in the teaching process, teachers can activate the classroom atmosphere through interesting teaching methods, encourage students to participate in the English teaching process, and stimulate students' interest in English learning.

3.4. To Reasonably Set Up Public English Textbooks

At present, the content of English textbooks used in vocational colleges is not reasonable enough to fully utilize the teaching characteristics of language subjects; The content of the textbook emphasizes more on teaching English knowledge points, while neglecting the teaching of English listening and speaking abilities, making it difficult to achieve English teaching objectives. In response to this situation, relevant textbook compilation institutions in China should improve the content of the textbooks, reasonably set up public English textbooks, based on the essence of language disciplines, and place more emphasis on teaching English listening and speaking skills in the textbook compilation process, effectively improving students' English communication skills. For example, in the process of compiling textbooks, QR code technology can be used to include the audio and video used in English teaching. Students can scan the QR code themselves for English listening and speaking practice, promoting a more scientific and reasonable compilation of public English textbooks in vocational colleges.

3.5. To Improve the English Teaching Evaluation System

At present, the English teaching evaluation system in vocational colleges in China is backward, and most vocational colleges still use the traditional paper assessment method in the teaching evaluation process. This cannot accurately and comprehensively reflect students' English learning situation, especially in today's society where the demand for talent is more inclined towards a comprehensive approach, and this assessment method is too single [5]. In response to this situation, vocational colleges in China need to improve their English teaching evaluation system by incorporating an assessment of English communication skills in the teaching process. Based on the teaching essence of language disciplines, more advanced digital technologies are adopted for English teaching evaluation, which more scientifically reflects students' English learning situation, thereby improving English teaching methods and improving teaching quality.

4. Conclusion

In summary, with the improvement of comprehensive strength, communication and cooperation between China and the international community have become closer. In this context, there is an increasing demand for comprehensive English communication talents in society. However, in the process of public English teaching in vocational colleges in China, the teaching methods are too single and the teaching quality is poor. In response to this situation, China's vocational colleges should reform public English teaching in vocational colleges from a cross-cultural perspective, integrate more advanced teaching techniques into public English teaching in vocational colleges, and improve teaching quality.

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