Research on English Curriculum Setup of Private Higher Vocational Colleges Based on Demand Analysis

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Abstract: With the continuous development of society and the rise of economic level, China’s education has gradually developed. Due to the advent of economic globalization, it makes the role of English be more significant. Therefore, the development of English courses based on the demand of private vocational colleges can cultivate more excellent English talents. Through increasing the reform and innovation of English curriculum, the English level of Chinese college students can be improved continuously. Based on this, this paper analyzes the problems existing in higher vocational colleges, and then puts forward some suggestions on the methods of English curriculum in higher vocational colleges under the theory of demand analysis from four aspects, so as to provide reference and exchange for relevant people.

Keywords: Demand analysis; Private higher vocational education; English curriculum; Setup research

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With the development of economic globalization, the communication and connection of the whole world are more and more close. China’s status on the in-

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ternational stage is becoming more and more prominent. In order to be able to meet the international standards and strengthen the communication with foreign countries, China has paid more and more attention to English teaching. By strengthening the teaching of English curriculum and training more excellent talents, the demand of enterprises for English talents can be met. Therefore, we need to analyse social demand, and develop the private vocational English curriculum under the analysis of demand, which can gradually improve the comprehensive English quality and ability of contemporary college students.

1. Demand Analysis

Demand analysis refers to the study of social English demand through interviews, observations and questionnaires. In the process of requirement analysis, we should pay attention to a language design. Through the demand analysis, we can speed up the reform of English teaching in private higher vocational colleges. According to the results of the analysis, we can formulate the actual teaching objectives and teaching contents, and improve the quality and efficiency of English teaching in private higher vocational colleges.

2. Some Problems Existing in English Curriculum Setup in Higher Vocational Colleges

(1) The English curriculum in our country lacks practicability at present

Nowadays, many higher vocational colleges usually adopt the traditional teaching mode when carrying out English curriculum. The traditional teaching mode can not meet the requirements of the development of the times for English teaching. In the teaching process, it does not consider the subjectivity of students in the learning process, and does not consider the needs of different levels of students for English learning. Moreover, facing the students of different levels, some teachers only set the curriculum according to the traditional methods and experience, and only slightly adjust the content and knowledge of the teaching process, which results in poor teaching effect and inability to complete the original prediction goals.
(2) **English teaching focuses too much on the basics, and the qualifications of teachers are poor**

Most of the English teachers in higher vocational colleges are graduates of English major. These teachers have the advantages of solid relatively language skills, and they have rich language teaching ability and practical experience through years of teaching. However, due to the constraint of traditional ideas and some environmental training in higher vocational colleges, there is a lack of professional knowledge and professional skills required by some higher vocational colleges. English teachers working in higher vocational colleges have relatively heavy teaching tasks, which leads to weak innovation in the research and design of English courses, and few opportunities to receive some professional training to improve their teaching level, and the knowledge structure of English teachers has been unable to meet the needs of students [1].

(3) **Using the traditional mode to carry out teaching, the teaching effect is not good**

Many English classroom teaching methods use the simplest and most traditional “grammar translation method”, which leads to the inefficiency of English classroom. Teachers are always the leading role in teaching and students learn passively, which makes the classroom become a place where teaching method of transmission learning is used. So many students have lost their interest in classroom learning. And the curriculum is too boring to be fully mobilize the enthusiasm of students in learning, which makes them keep in a passive position all the time [2].

(4) **English textbooks are unchanging and without innovation**

Most of the English courses in higher vocational colleges use the same textbook, and the teachers use the method of collective lesson preparation to prepare course content, which leads to different contents. Therefore, in the process of teaching, most students’ English foundation is relatively poor. And the vocabulary of the same textbook is too large, and the content of the article is too long, which leads to the difficulty of this part of students in the learning process and the lack of some real listening and speaking training, and makes the students gradually lost their confidence and enthusiasm for English learning. As a result, some students gradually lagged behind other students in English.
(5) The test of English is relatively simple, and the assessment method of English is not scientific enough

Most of the English scoring methods in higher vocational colleges are that the usual score plus the final examination score. This assessment method, which only depends on the score, is too simple. Moreover, in the process of the examination, it is mainly related to the text translation, reading, vocabulary, grammar, and so on, and the test questions are mostly from reading, translation and composition, etc. Most of the test contents are from textbooks, but lack the assessment of students’ listening and speaking abilities. Therefore, this test method cannot reflect students’ real language level, and the test is too single.\(^3\)

3. Suggestions on English Curriculum Setup in Higher Vocational Colleges Based on Demand Analysis Theory

(1) Increasing English listening and speaking training

According to relevant investigations and studies, 60% of the students think that English listening is more important than reading, and with the popularity of mobile phones Internet and so on, students can easily convert English into Chinese with the help of translation software, so as to reduce the difficulty of reading and complete English reading in the shortest time. But the listening aspect is quite different, because in the future work, most occasions will use English for communication. However, there is still a big gap in communication with foreign personnel in oral English for most students in our country. Therefore, our country should increase the training of students’ listening and speaking part and should let listening and speaking account for most of the test scores. And the focus of the teaching needs to be shifted, it should be on listening and speaking. We can use some innovative scenarios to teach students, let students use English to communicate in the actual situation process, use situational teaching method, task-based teaching method and so on, and make full use of the convenience of mobile phone network to download some APP software for training, such as “Fluent English Speaking”, so that students can train English anytime and anywhere and improve their listening and speaking ability.\(^4\)
(2) Setting up the teaching mode according to students’ Demand

In the traditional teaching process, most teachers teach from their own point of view and lack analysis of students’ demand. In order to reform the English curriculum and improve the teaching effect, first of all, teachers should change the classroom teaching mode from “taking teachers as the leading role” to “taking students as the leading role”, start from the perspective of students’ demand analysis, choose the teaching materials that conform to the students of different classes according to the actual teaching situation. They should adopt different teaching materials to carry out teaching to students of different levels and majors, and improve and adjust the teaching methods anytime and anywhere according to the actual demand of students.

(3) Providing students with rich teaching contents

When selecting students’ teaching contents and teaching materials, teachers need to spend more energy on screening them, the selected teaching materials should better combine the characteristics and information of the times, teaching materials and contents should be combined with the contents occurring in real life as much as possible, and some real information should be used to enrich the contents of teaching materials. In addition, the teaching content should not be limited to teaching materials. Teachers can use the Internet and make full use of some modern high-tech such as multimedia and mobile devices to broaden students’ horizons, make students learn more content and knowledge in the course, and meet the diversity of students’ teaching content. Using this way to stimulate students’ interest in learning English, students’ enthusiasm and initiative can be stimulated to a large extent.

(4) Employment-oriented teaching mode

In the process of higher vocational English teaching, teachers should take employment as the guidance to teach, closely combine the teaching content and specialty, and train talents as the goal to carry out English teaching. At the same time, teachers can use Internet technology to present professional content in English curriculum, and then use some new means and methods to teach students. In this way, it can improve the students’ ability of practical application and expression, and reasonably combine the teaching of the course and social practice to better cultivate the students’ English application ability, to cultivate the students into practical and skilled talents, so that students can better improve their ability to communicate in English, and constantly improve their listening and speaking ability.
4. Conclusion

Through the above analysis, we can realize the importance of English teaching. In English teaching, we should focus on the cultivation of students’ listening and speaking ability, help students better communicate with foreigners in oral English, constantly improve students’ practical application ability, and let students have a higher participation in English class. At the same time, we need to pay attention to cultivate students’ awareness of autonomous learning and the habit of lifelong learning, so that students can improve their English level under the practical training of teachers. Through continuous innovation of English teaching mode, it can effectively improve the efficiency and level of English teaching, fully mobilize the enthusiasm and initiative of students in the classroom process, and realize the student-centered classroom teaching.

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