

A Probe into the Effectiveness of English Classroom Teaching in Secondary Vocational Schools under the Background of New Curriculum Reform—Take Fushun Vocational School as an Example

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Abstract — *In the basic courses of secondary vocational schools, English is a compulsory public basic subject. For students, English is a powerful tool to help them adapt to the pace of social development. However, students in secondary vocational schools have a relatively weak foundation in English, and the problems that arise in classroom teaching are also endless. Under the promotion of the new curriculum reform, the author combines her teaching experience and takes Fushun Vocational School as an example, to observe the performance of secondary vocational students in classroom teaching with the methods of interviewing. The exploration has achieved certain results towards the effectiveness of classroom teaching under the promotion of curriculum reform in secondary vocational schools.*

Keywords — *effectiveness of classroom teaching, new curriculum reform, Vocational English*

1. INTRODUCTION

A. Research background

Since the new curriculum reform was started, the author's school has organized various forms of teaching activities: lecture halls for famous teachers, seminars on teaching reform in secondary vocational schools, dual-teacher classrooms, curriculum reform promotion classes, the preparation and use of guide-in papers, and

teachers' teaching ability competitions. Classroom teaching is the main carrier of curriculum implementation. With the vigorous advancement of the new curriculum reform, it is necessary to combine the actual situation of the school and dare to practice to reform the traditional teaching patterns. The author made some expositions about the classroom teaching achievements under the curriculum reform, and provided some practical materials for the effectiveness of secondary vocational English classroom teaching by comparing and analyzing the effects with traditional classroom teaching.

B. Research status

The concept of effective teaching was originated in the early 20th century. By 1960, the study of effective teaching abroad had been relatively completed, and reached its peak around 1980. Among them, Mursell (1954) scheduled effective teaching and low-efficiency teaching, and investigated the reasons for low-efficiency in detail through questionnaires and interviews. Hirst (1967) defined the characteristics of effective teaching teachers, which promoted the improvement of frontline teachers' own literacy, and at the same time improved the students' learning effect. Johson (1970) analyzed the relationship between the frequency of teacher's teaching behavior and student's academic performance, and correlated teacher's effective teaching with student's performance through



performance and quantification. This is conducive to refine the effectiveness, but there are also cases where the quantitative standards do not match the actual situation. Hamaker, C (1986) investigates the relationship between teachers' psychological characteristics, behavioral characteristics, and students' learning psychology and behavioral characteristics, and explores the principles of effective teaching, focusing on teaching strategies and teacher-student interaction.

For the discussion of English teaching in secondary vocational schools, the domestic predecessors' research results are as follows: Zuo Min (2010) "*School English Classroom Effective Teaching Research*" proposes the problems in English in secondary vocational schools and the necessities in the researches on effectiveness of secondary vocational English classroom teaching. Xiao Tao (2012) analyzed the reasons of low-proficiency in English learning in "*Research on Effective Classroom Teaching of Basic English for Secondary Vocational Schools*" from the aspects of society, family and school. Zhang Meinan (2014), in "*Research and Exploration of Silence in English Classroom for Secondary Vocational Students*", proposes the appearance and solutions of the phenomenon of silence in secondary vocational classrooms.

II. LITERATURE REVIEW

A. Research content

The purpose of this research is to analyze the current situation of English classroom teaching in the author's school, aiming at the problems of low efficiency in English teaching, and put forward reasonable suggestions to further improve the effectiveness of English classroom teaching in secondary vocational schools. The thesis is mainly composed of six parts. The first part is the introduction, which describes the background and current situation of English classroom teaching in secondary vocational schools. The second part is the research content and related concepts. The third part is the research method. The fourth part analyzes the reasons for the current situation of classroom teaching. The fifth part elaborates the implementation and achievements of English classroom teaching in secondary vocational schools in the curriculum reform. The sixth part is conclusions and prospects.

B. Related concepts

a) Vocational English "Basic Module" Course • •

The content of "Basic Module" in English for Secondary Vocational Schools is highly practical. "Basic Module" is divided into ten units, and each unit revolves around a theme, such as greeting people, how to introduce yourself and others, asking about work, campus life, talking about the weather, shopping, dining, etc. "Basic Module" focuses on cultivating students' problem-solving ability. Each unit in the textbook sets up a real life scene for the students, puts the students in the real scene, and gives the problems to be solved. These contents are based on life, have strong life and practicality, and are suitable for classroom teaching reform.

b) Effectiveness of English classroom teaching in secondary vocational schools

Effective teaching in the context of the new curriculum reform should be for teachers and students to follow the laws of teaching activities, adopt the best teaching methods, choose the most appropriate teaching strategies, and strive for the most effective teaching in the limited classroom teaching activities. This article believes that effective secondary vocational English teaching means that both the teaching of secondary vocational English teachers and the learning of students can use less input to achieve more results consistent with the teaching goals.

III. RESEARCH METHODS

A. Observation method

In the classroom, teachers observe students' learning behaviors and habits, so that teachers can adjust their teaching methods in a timely manner according to students' actual situations. The operation process of teaching is also the process of teachers' reflection and growth.

B. Interview method

The interview method is a method of investigation and research in which the researcher learns about someone, something, a certain behavior, attitude, and educational phenomenon in the form of oral questions and answers through face-to-face conversations with the respondents. In the process of this research, the author interviewed

some other class teachers, because the students' learning behaviors and habits in English class will be brought into the learning of other subjects.

IV. THE STATUS QUO OF ENGLISH CLASSROOM TEACHING IN SECONDARY VOCATIONAL SCHOOLS

In order to understand the current situation of English classroom teaching in secondary vocational schools more intuitively, the author conducted a survey with Fushun Vocational School students as the research object. At the same time, combined with the results of teachers' interviews, the current situation and existing problems of English classroom teaching in secondary vocational schools are described as follows:

A. Student analysis

Vocational students are not very interested in learning English, and their English foundation is also very weak. In recent years, with the development of the country, vocational education has received more and more attention, and the enrollment scale of vocational schools has been expanding, but the quality of students has not been greatly improved. As we all know, most secondary vocational school students are students who did not enter the general high scores in the high school entrance examination. There are more or less problems in study or life: poor learning habits, low interest in learning, and lack of relevant learning attitudes and awarenesses. The learning method is relatively rigid. Students usually have poor self-learning habits. They always clung to their feet when taking exams, and their grades never go up. After their confidence was frustrated, they even had the idea of abandoning their studies. So that their dislikes of studying became increasingly obvious.

In secondary vocational schools, most secondary vocational English teachers adopt traditional English teaching pattern. There is a lack of teaching interaction between teachers and students. Usually, the teacher performs on stage alone. This has also caused a dilemma, that is, the teaching motivation of secondary vocational English teachers is not high, students are unwilling to learn, and teachers are unwilling to teach.

B. Teaching analysis

In traditional teaching, the teaching objectives are relatively simple. In the teaching process, the teaching content is singular and boring. The teachers practice "full class" and the classroom is in the teaching pattern of blackboard, chalk and one book. The teaching process is the process of reading out the content. It is often twice the result with half the effort to finish the class. Although some secondary vocational schools have installed multimedia whiteboards, most of the classrooms still focus on pure theoretical teaching, and most of the multimedia whiteboards have become decorations. Especially in the classes with more boys, the teaching efficiency is low. Even in the classes with more girls, they are rote memorization of words, phrases, and sentences. Students lack of learning initiatives and become mechanical learners. Teachers usually start with their own ideas based on their own subjective judgments. This will waste class time, resulting in low learning efficiency, large input and low output. Normal learning is determined by the teacher's subjective wishes. The evaluation of students is only based on their scores, and their performance is judged only on the basis of their score levels. It ignores the normal growth process of students, and only pays attention to the final result. There is no intrinsic motivation to stimulate students. In the long run, it is impossible to develop a good habit of lifelong learning without motivation to learn.

V. CLASSROOM TEACHING EFFECTIVENESS IMPLEMENTATION PROCESS

This article mainly studies the effectiveness of English "Basic Module" classroom teaching in secondary vocational schools in the background of curriculum reform. Combining the traditional teaching methods with the requirements of curriculum reform for classroom teaching, regarding the arrangement of the teaching process, the author firstly analyzes the teaching content according to the "Secondary Vocational School English Syllabus" to combine with the basic and characteristics of students, and determines the teaching goals. Then put forward the requirements to complete the teaching objectives, and provide the necessary information and related materials, etc., to complete the task through group activities and other forms.

A. Change teaching concepts

In teaching, teachers are the leaders of learning while students are the main body. In the end, the teaching effectiveness still requires students to give full play to their active subjective initiative, change their previous learning concepts, methods, and develop independent, cooperative, exploratory learning methods to become "I want to learn". The purpose of education is to make a person be himself and become himself. Modern teaching is separated from traditional concepts and practices, and should adapt itself to learners, and learners should not succumb to predetermined teaching rules. Teachers should guide students, change the role of teachers from managers to guiders, return the classroom to students, and let them devote to learning actively.

B. Find suitable teaching content

Spencer once said: "Painful courses make people feel knowledge boring, and pleasant lesson makes knowledge attractive." Textbook is an important carrier of classroom teaching content. For secondary vocational schools, it is undoubtedly a happy thing for them to easily devote to the things of interest in every 45 minutes with the teaching content that suits their tastes. The department that the author teaches includes four majors: cooking, tourism, marketing and chemical engineering. Although they seem to be scattered, they are all related to our lives. Professional courses are their interests, and they are also related to their future careers and life. The English textbooks we used are the basic English modules of the Higher Education version. The content inside is relatively basic, but there are still some differences with their majors. Therefore, the textbooks learned are closely integrated with the majors, and the basic knowledge required for the majors is incorporated into the English learning, such as common words, phrases, sentences and other daily language, which will drive the learning and mastery of cultural courses. Of course, this requires the teacher to make full preparations before class and find suitable content through the Internet or related materials.

In teaching, the author tries to prepare videos, words, phrases, and sentences of hotel and restaurant English, kitchen English, and business English for students majoring in cooking and tourism. At the beginning,

students finish a lesson with a sense of freshness, but they will get tired over time. Therefore, the author began to add this information to the classroom teaching in varieties and maintained the students' interest in learning through activities such as situational dialogues, and group cooperation. After bringing the students to the introduction and giving the students the prepared materials, the students complete the task with interest, questions and enthusiasm for knowledge, you can get twice the result with half the effort.

1) In *Unit 7 So much to do before we travel!* the article involves preparations for tourism, which is suitable for tourism majors, so I will leave the students the task before class:

- ①. Where do you want to go if you have everything enough?
- ②. What should you prepare for this trip?
- ③. Prepare a short passage to introduce the great interests in Peking.

Students complete such tasks with interest. The integration of knowledge points and majors will also impress them and provide the template for the coming internship.

2) For boys in chemical engineering class who regard mobile phones as their lives, *Unit 8 If you want to talk, you can go online* is a good example. There are many related network views involved in this unit. I take this opportunity to let students use short English words or phrases to talk about the activities related to surfing the Internet, such as: chat with friends, send and receive emails, download music and films, learn English, watch films, play computer games, listen to music, search for information, read novels, read news, etc. When discuss the impact of the network on life, I will arrange the students to discuss in groups, and then present their opinions in class. They can realize the impact of mobile phones on learning, after expressing their own attitudes. This is the best way for students who have biased learning attitudes. Of course, nothing can be accomplished overnight. It is necessary to reflect on the classroom teaching situation continuously, adapt the teacher-student relationship constantly, and change the teaching thoughts and patterns to adapt to the latest knowledge of students.

C. Use flexible situational teaching

In teaching, the whole learning atmosphere should be harmonious and full of learning atmosphere. This requires situational teaching factors and flexible teaching methods to allow students to learn in joy. While planning the lessons, the author arranged various learning aspects for different majors and lessons, such as listening to English songs, practicing tongue twisters, and arranging situational dialogues. We also make full use of teaching methods intuitively to create a content for students to learn English. By using possible conditions, such as: objects, pictures, models and courseware, to put abstract content in a very interesting and inquiring situation. It makes classroom teaching interesting and communicative, increases students' interest in learning and stimulates learning motivation.

1) In *Unit 9 Do You Have Any Certificates?* it aims to talk about the importance of certificates and abilities. The article also involves a series of situational dialogues about job interview. I arrange students of the preparatory class to prepare an interview scene in advance, and show a job interview through group work in class. In this interview, there is a discussion about the importance of certificates and abilities. Through this discussion, students realize the importance of learning and the necessity of mastering skills.

2) The content in *Unit 9 Everything is made in China!* is closely related to sales. I arrange students of marketing class to prepare a shopping mall scenario before class, and use the basic sales sentence pattern in this unit as:

Can I help you? What color do you prefer? What is it made of? How about this one?

Where is it made? What is it used for?

In the contextual dialogue of shopping, the daily language is relatively simple and easy to understand, students are required to show it in class in the form of unwritten text. These practical language points and flexible situational teaching make the atmosphere lively. Meanwhile, the students' enthusiasm for is strengthened.

D. Provide auxiliary materials

After the school carries out the curriculum reform and promotion, the teachers are required to use the guide-in paper in teaching. This kind of teaching material is a

precedent in secondary vocational schools. In the absence of references, the English group leader divides the tasks of compiling the guide-in paper according to the students' situation. The guidance paper is now in the exploratory period, but the model should be unified and standardized. The difficulties of the content for the employment class should be reduced to focus on increasing students' interest, while time-limited exercises should be prepared for the preparatory class. The use guide-in paper provides students with substantive materials, guides students to preview in advance and consolidates after class. Of course, the auxiliary materials are not limited to the guide-in paper. Students will prepare the learning materials for the day in advance. Through the previous habits, most students can bring the content of interest to the classroom as a backup of auxiliary materials.

E. Try a new teaching model

The sudden epidemic has caused tens of thousands of students to stay at home and unable to return to school normally. In the case of postponement of school, teachers and students are trying a new way of learning with the instructional spirit of "no suspension of classes": switching from traditional class teaching to online teaching, and uphold normal teaching activities through distance teaching. The educational administrator of Fushun Vocational School arranges students of the same grade and different majors to review knowledge and learn new through Dingding Live Class. Such a teaching task is completed by one teacher. For students, the new teacher's new teaching methods are different from the past, which may attract students' attention to a certain extent. Due to the influence of many subjective and objective factors, such distance teaching makes it difficult for teachers to grasp the learning situation of students, and cannot achieve effective management and timely feedback. This is a great test for the instructor. The fun and knowledge of the pre-class preparation content needs to be combined ingeniously. It is necessary to constantly interact with students during the classroom, remind students to participate in classroom activities, and use Internet technology to add relevant information. However, students achieved little from over two months' online classes. Most teachers have no online teaching experience, and online

teaching cannot achieve the effect of on-site teaching in a short time. For a long time in the future, online teaching will become the main teaching method, which needs to be discussed and put into practice in more depth.

VI. CONCLUSIONS

In short, these teaching models are still in the period of exploration under the framework of curriculum reform in the secondary vocational school where the author works. Compared with the traditional teaching patterns, they have a certain degree of effectiveness in students' knowledge mastery, personal improvement, and teachers' teaching. As a compulsory basic subject, English should be at the forefront of the reform to solve teaching problems, according to the exchange of experience and reflection. As long as the curriculum reform has a firm belief and scientific operation, it can really promote the improvement of students' learning ability and the actual effect of classroom teaching. The development of the school depends on the quality of teaching. For the improvement of teaching quality, "curriculum reform" is the core, "criterion" is the guarantee, and "practical" is the fundamental.

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Appendix A

Interview questionnaire outline

Hello! Thank you very much for taking the time to accept my interview. I am a graduate student of Sichuan University of Light Chemical Technology. I am currently completing a thesis: Exploring the Effectiveness of Vocational English Classroom Teaching in the Context of Curriculum Reform. Please feel free to answer according to your real situation. This questionnaire will not inform irrelevant personnel of the survey information, and your answer will help the research on the effectiveness of secondary vocational English classroom teaching. Thanks for your cooperation!

1. How many years have you been teaching?
2. Have you been teaching in secondary vocational schools?
3. In classroom teaching, what methods do you usually take to attract students' attention?
4. What teaching methods are you more inclined to adopt to complete teaching tasks?
5. What is your opinion on the current situation of English learning methods for secondary vocational students?
6. Do you consider yourself an English teacher loved by students?
7. Are you confident and enthusiastic in the process of English classroom teaching?
8. How satisfied are you with the completion of the current classroom teaching tasks?
9. How satisfied are you with the effectiveness of online teaching during the epidemic?
10. What suggestions do you have for English classroom teaching in secondary vocational schools?