

Evaluation of Higher Vocational English Curriculum Toward Enhanced Program Implementation

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Abstract: This descriptive-comparative research aims to examine the difficulties encountered by educators and students during the implementation of the English curriculum. This research examines the survey data collected from both instructors and students in order to get a thorough comprehension of the factors that impact curriculum delivery and learning experiences. The results of the study provide significant insights on the distribution of gender, age groups, teaching experience, student categories, and college affiliations. Prominent observations reveal significant disparities in perspectives between educators and students with regards to several aspects of the curriculum, such as its design, characteristics, objectives, material applicability, teaching methods, and assessment approaches. The findings of this study indicate that gender and categorization did not have a significant effect on the observed disparities. However, it was observed that college affiliation had a major role in influencing these discrepancies. Educators and students encounter a range of hurdles that include deficiencies in linguistic foundation, restrictions in vocabulary, complexity in grammar, difficulty in pronunciation, concerns with confidence and motivation, impediments in independent learning, and the significance of cross-cultural understanding. The implications derived from the results underscore the need for enhanced cooperation and communication between educators and learners. This research highlights the need of developing flexible courses that accommodate the varied interests and requirements of students. This research offers a comprehensive examination of the intricacies involved in the implementation of English curriculum in Chinese educational contexts. Moreover, it puts forward practical suggestions for improving the quality of teaching and learning in these settings.

Keywords: Evaluation; Higher Vocational English Curriculum; Enhanced; Program Implementation.

1. Introduction

The need of addressing the present problem of enhancing the level of vocational college in order to better equip graduates with the skills they will need to succeed in the workplace of the future is widely acknowledged. Graduates are expected to acquire the skills that enable and improve work prospects. The graduates of a vocational college are highly skilled and prepared to enter the workforce. On the other side, vocational education aspires to produce graduates who are talented, open-minded, and with entrepreneurial talents. Teachers are already facilitating students' participation in the learning program via collaboration. This relationship is part of an effort to boost graduate quality. The process of designing a plan to increase the quality of vocational college graduates is thus deemed important to address in the context of college administration.

2. Higher Vocational Education in China

In China specifically, the "Opinions on Supporting the High-Quality Growth of Modern Vocational Education," released by the general office of the central committee of the CPC and the general office of the state council, have provided a significant impetus for the high-quality growth of vocational colleges in my country. Higher vocational education in China differs from traditional undergraduate education as it aims to develop "technical," "skilled," and "practical" skills for work in the fields of manufacturing, construction, service, and management [1]. Furthermore, this is a hallmark of the vocational universities and colleges in the United States.

Therefore, in light of the new era, it is imperative that higher vocational education's curricula keep up with the times in order to explore a new path in line with its own development, namely, to realize the combination of production and learning and to have the vocational characteristics and vocational ability-oriented practical systematic courses system.

It is emphasized in the basic conditions for teaching English curriculum in higher vocational education that English classes should be among the required classes offered at vocational universities. It is important to pay attention to students' English application skills in addition to teaching them the theory behind their chosen profession. This means that the English curriculum model used by traditional universities cannot be applied directly to the English curriculum at higher vocational institutes. The English-language proficiency of students and the current state of higher vocational education must be taken into account simultaneously throughout curriculum development, administration, and delivery [2]. Students' ability to use English professionally is bolstered by the interconnectedness of social demands. Teaching English at higher vocational institutions primarily aims to improve students' communicative competence in the language. This draws in part on a critical examination of the state of technical universities in the country. It is useful since it has identified the issues and proposed remedies. The program's stated goals include raising the bar for English instruction at universities of applied sciences and preparing students for successful careers in the field.

There is little cause for optimism about the current state of the English curriculum in China's higher vocational colleges. To begin, students in higher vocational colleges generally

have a lower level of cultural knowledge, which translates into a lower level of English proficiency; some students even fail to meet the English proficiency requirements for high school graduation because of their lower level of English proficiency. Second, many instructors at higher vocational institutions place less emphasis on the need of learning English in favor of giving students the skills and information they need to succeed in their chosen fields. Finally, higher vocational institutions are unable to create an ideal learning environment because of their outdated infrastructure and educational hardware equipment. Lastly, even if English instructors have a deep well of professional English knowledge, they are not equipped to teach English at higher vocational institutions since they have no training in practical skills.

Students' English vocational skills are consequential for both their own and the institutions' long-term success in higher vocational education [3]. Yet, in the current day, the English teaching method of regular colleges and universities is still directly used by most vocational institutions. They concentrate only on acquiring general English knowledge and pay little attention to developing their practical skills. So, this has reawakened the significance and need for "English vocational ability training," which has the three notable benefits listed below. In terms of educational goals, it first prioritizes the development of students' practical skills. Second, it emphasizes the significance of making connections between theory and practice in the classroom. Finally, the assessment approach takes into account both the importance of and the means for assessing students' occupational and social capabilities. In conclusion, it is a necessary step in the direction of modernization to include the development of "English vocational talents" into the teaching environment of the English curriculum at higher vocational institutions.

Any inquiry into the nature, purpose, and means of English language instruction falls squarely within my field of expertise. In addition, I have a keen interest in the teaching of English at higher vocational institutions; I have studied and analyzed a great deal of relevant literature; and I have a firm grasp of the many ways in which vocational training differs significantly from more traditional forms of schooling. As a result, the need to make evidence-based changes to educational practices must be apparent. Higher vocational college students can only enhance their skills and prepare themselves for the workforce if we use this approach.

Nowadays, China's vocational institutions are reworking their English curricula with an emphasis on teaching techniques and learning strategies rather than the crucial guiding function of social skill need. As a result, most people who graduate from technical colleges have a hard time finding work. They may be able to communicate to some extent in English, but they still fall short of the requirements for higher social ranks. In addition, the surveyed institutions' present English curricula are often organized into modules, classrooms, and graded instruction. All of them, however, have the common feature of incorporating instructional activities into distinct phases of the learning process. China's Standards of English Language Ability (CSE) is a good case in point. The development and dissemination of such a uniform language competence scale makes for more scientific, transparent, and equitable English language teaching in China. The CSE is able to classify Chinese English learners from kindergarten through college into one of nine distinct competency bands in hearing, speaking, reading, and writing

based on the principle of communicative language competence. In other words, the CSE provides a uniform national standard by which all Chinese students' English proficiency can be characterized and evaluated, which is beneficial to the cause of educational equity in China. Some researchers have taken a look at how the English-language curriculum is now being taught at the upper vocational college level in China. The research showed that the English curriculum as it is now taught in the country is not focusing on developing students' skills. To foster students' capacities for lifelong learning, new circumstances and encourage original thought must be adapted. A higher vocational college's English curriculum should be tailored to students' chosen fields of study. Due to students' varying levels of English ability, Zhang Xiuqing argues that the English curriculum must be designed with social requirements in mind. According to Lei Bing and Zhang Jiangmei, the English curriculum now being taught at higher vocational institutions in my country does not fulfill the demands of either the present social development or the future professional development of its students. This means it is not useful in the real world, and it also fails to produce the kind of highly talented and well-rounded individuals that society and the nation need. Using the present development state of higher vocational education and the four factors of instructors, students, teaching materials, and teaching models, Zhao Yan and Zhao Shijie (2014) identified issues with the existing English curriculum in higher vocational education. The biggest problem is that it doesn't take into account students' future occupational and social requirements. According to Song Qingfu and Xie Lu (2016), higher vocational institutions' English curricula should emphasize professional topics. Second-semester classroom instruction, in which students primarily practice their English listening and speaking abilities, is essential for nurturing future professionals. Based on constructivist learning theory, Lu Fan (2017) included massive open online courses (MOOCs) into the English curricula of higher vocational institutions as a new teaching strategy. That went beyond what could be achieved in a standard classroom setting. Keeping up with modern trends and incorporating cutting-edge multi-information technology into a reformed pedagogical paradigm has significantly boosted the effectiveness and quality of English language instruction. Higher-level vocational English education, according to Gong Wenfang (2017), needs to hasten the development of a new blended teaching approach. Zhang Min (2017) said that higher vocational colleges' approaches to teaching English as a second language needed to evolve with the information age by coming up with new models of the English curriculum regularly [4]. This is the only method to produce large numbers of highly developed, all-around performers.

This study is immensely helpful and significant to integrate vocational abilities into the higher vocational English curriculum specifically to cultivate students' vocational abilities, and change the teachers' concept. The main purpose of doing this is to cultivate the talents who will meet need for the society. First, vocational college students, who are studying the higher vocational English curriculum, will recognize the importance of the vocational abilities they learn from this course in preparation for professional life.

Second, the vocational college teachers who teach the higher vocational English curriculum can refer to this study to understand the status of their students including their

opinions and needs in the higher vocational English curriculum. Also, they will know more about the needs of employers for talent. Through this, on the one hand, the teachers can refer to adjust their education plan, so that students can better learn vocational English. On the other hand, the teachers refer to the strategies presented in the output of this study, so they can better reform the higher vocational English curriculum in a productive way.

Third, the vocational college teacher and curriculum developers can compare the analysis of this study to the current situation of the higher vocational English curriculum in different respondents. Also, they can adopt the recommendations presented in the output of this study to reform the higher vocational English curriculum, so as to do good preparation for vocational college students to have vocational abilities and adapt to the development of society as well as meet social needs.

Finally, future researchers can use this study as a springboard for further research on the higher vocational English curriculum reform and vocational abilities development in public courses. This research will provide paths and suggestions for the reform of higher vocational English courses.

The study mainly explores the current situation, existing problems and corresponding countermeasures of English courses in higher vocational education through the combination of theories and practices. Based on the objective of the talents' cultivation of higher vocational education in higher vocational colleges, this study adopts the methods of literature research and questionnaire survey to discover, analyze and solve problems. In the research, the author conducts research from three perspectives, teachers, students, and employers. Through the research results, from the four main aspects of the higher vocational English including curriculum objectives, curriculum design, curriculum organization and implementation, and curriculum evaluation, the study conducts an all-round research and analysis on higher vocational English curriculum reform, and puts forward corresponding curriculum reform programs.

The respondents of this study are selected teachers of a higher vocational English curriculum in a higher vocational college in Guizhou Province. It is estimated that 40 teachers will be surveyed.

Higher vocational colleges and higher vocational English teachers should carry out targeted English curriculum reform, continuously strengthen the practicality of higher vocational English curriculum, and propose a path for the higher vocational English curriculum reform based on vocational abilities cultivation. Using the method of combining theories and practices, analyze its development status, existing problems, and reasons.

This study mainly provides suggestions for improvement of public English curriculum and content for higher vocational colleges and is not applicable to English major courses.

3. Statement of the Problem

This study aims to evaluate the higher vocational English curriculum as the basis for the English curriculum implementation reform.

Specifically, this study will deal with the following:

1. What is the assessment of the teacher and student respondents of the higher vocational English curriculum in terms of:

- 1.1 general characteristics
- 1.2 goals and Objectives
- 1.3 content
- 1.4 teaching-learning process
- 1.5 evaluation

2. Is there a significant difference in the evaluation of the student and teacher respondents when they are grouped according to profile?

3. What are the challenges of teachers and students in the implementation of the English curriculum in higher vocational colleges?

4. Based on the results of the study, enhanced curriculum implementation should be proposed?

4. Hypothesis

There is no significant difference in the evaluation of the respondents when they are grouped according to profile.

4.1. Significance of the Study

The following will benefit from this study:

4.1.1. Students

The study's results and consequences may directly assist vocational high school students. Students may have a more interesting and relevant English language learning experience if the highlighted concerns are addressed and the curriculum is improved. A student-centered curriculum that is aligned with their career goals and includes industry-specific language material will help students better prepare for future professional problems.

Teachers. The research gives useful insights into teachers' impressions of the curriculum as well as the problems they confront in implementing it. Educators may use this information to get help and professional development opportunities to improve their teaching practices, build more effective instructional approaches, and connect their assessment methodologies with the needs of their students. This may result in increased teacher effectiveness and work satisfaction.

4.1.2. Curriculum Developers.

The study provides valuable input to curriculum developers and policymakers engaged in the construction and revision of the Higher Vocational English Curriculum. Understanding the present curriculum's strengths and limitations allows them to make educated judgments about how to improve its content, objectives, and assessment methods, ensuring that it matches the unique requirements of vocational high school students.

4.1.3. Educational Institutions and Administrators.

The findings of the research may assist educational institutions and administrators at vocational high schools in identifying areas for development in the English language curriculum. It may assist them in making data-driven choices and executing targeted interventions to improve overall curriculum quality and student learning results.

4.1.4. Researchers in Education.

The study adds to the current body of knowledge in the fields of vocational education and English language instruction. Education scholars may use the results of this study to broaden their research into other elements of curriculum design, instructional methods, and student performance in vocational contexts.

4.1.5. Policymakers.

Policymakers who shape educational policies and

standards may utilize the study's findings to drive curriculum creation, teacher training, and budget allocation choices. The outcomes of the research may assist influence policy development targeted at developing a more successful and appropriate English language curriculum for vocational high schools.

4.1.6. Employers and Industry.

An upgraded Higher Vocational English Curriculum may generate graduates with greater English language abilities, better suited to communicate successfully in the global job market. Employers and sectors that depend on a proficient English-speaking workforce might profit from recruiting graduates with appropriate language ability.

5. Methodology

It describes the research methodology followed for this study. The author conducted a comprehensive analysis of the present state of higher vocational English curriculum in China, demonstrating a clear understanding of the distinctive features of higher vocational English curriculum within vocational education. Additionally, the author recognized the influential role of the current vocational education context in shaping the reform of higher vocational English instruction in vocational colleges. The approach of conducting a questionnaire survey was also used. The author's study methodology additionally included the use of questionnaires that were disseminated across various cohorts in order to conduct investigations. The methodology used for designing the questionnaire was informed by the prevailing conditions of higher vocational English courses and the emphasis on fostering occupational competence. The interview approach was used as well. The author of this research conducted focused discussions with the participants, gathering unbiased information using the interview framework designed for higher vocational English teachers. This approach provided the author with a deeper comprehension of the higher vocational English curriculum.

This section includes the presentation and analysis of the data collected during the evaluation. It provides a clear and concise summary of the findings, incorporating both quantitative and qualitative data. It also features related and relevant literatures that support the analysis and interpretation of data.

6. Summary of Findings

1. According to the report, 77.5% of instructors were female and 22.5% were male, with the greatest age group being between 36 and 40 years old (45% of responses). The majority of teachers (85%) had 16-20 years of teaching experience, with just one having more than 21 years. Students were 64.6% male and 35.4% female, with third-year students making up the biggest group (93%), and second-year and first-year students making up lower numbers (4.3% and 2.7%, respectively).

2. The results revealed substantial disagreement between instructors and students over several components of the curriculum, such as its design, features, educational aims, material relevance, instructional techniques, and assessment methodologies.

3. Significant difference tests revealed that there were no significant differences when respondents were categorized by classification or gender.

4. In terms of implementing English curriculum, both

teachers and students encountered challenges that range from weak English foundation, vocabulary and recall, grammar and structure, pronunciation and speaking, lack of confidence, motivation and interest, autonomous learning, to cultural awareness.

Based on the findings and implications derived from the data, the following recommendations are put forward to augment the execution of the English curriculum and tackle the highlighted issues.

1. Facilitate recurring meetings or workshops that foster active participation from both educators and students, enabling them to collectively contribute to the process of curriculum creation.

2. Promote and coordinate professional development initiatives aimed at enhancing instructors' linguistic ability, instructional methodologies, and comprehension of students' obstacles.

3. Develop curricular activities that facilitate the connection between theoretical knowledge acquired in the classroom and its practical implementation in real-life scenarios.

4. Employ tailored instructional methodologies that accommodate the unique strengths and limitations of each pupils.

5. Encourage students to actively participate in dialogues, collaborative assignments, and experiential learning endeavors that foster the development of cross-cultural awareness and empathy, equipping them with the necessary skills to engage in successful intercultural communication within a variety of settings.

6. Develop an extensive repository including exercises for enhancing vocabulary, guidelines for improving pronunciation, lessons for mastering grammar, and interactive web platforms.

7. Integrate project-based evaluations, oral presentations, and collaborative projects that prioritize the application of language skills in practical contexts and the development of effective communication abilities.

8. Design workshops or courses aimed at instructing students on the acquisition of efficient self-study strategies.

9. Foster an ongoing feedback mechanism between educators and learners to assess the efficacy of program execution. Promote active student engagement by encouraging them to share their perspectives and reflections on their learning experiences.

10. Develop educational spaces that foster active engagement, cooperative interaction, and innovative thinking.

11. Provide supplementary resources to those who need further help, while simultaneously providing advanced materials to those who exhibit rapid growth.

12. Encourage the acknowledgment and celebration of students' significant milestones and successes in language acquisition.

13. Foster parental and community engagement to bolster students' progression in English language acquisition.

7. Conclusion

The suggested program, "Enhancing Curriculum Implementation: Transformative Strategies for Empowering English Excellence," addresses the study's English curriculum implementation difficulties. The data show that instructors and students have quite different views on curriculum design, instructional methods, and assessment methods. These disparities and the challenges teachers and

students face in English foundation, vocabulary acquisition, grammar proficiency, pronunciation, confidence, motivation, autonomous learning, and cross-cultural communication emphasize the need for a comprehensive intervention. To close the gap between curriculum implementation objectives and students' and instructors' experiences, the program takes a comprehensive and targeted approach. The curriculum uses evidence-based tactics to create a dynamic, engaging English learning environment that overcomes obstacles. The program empowers instructors with creative teaching strategies and resources to solve difficulties, improve pedagogy, and encourage student-centered learning via strategic and tangible activities. It also helps kids develop cross-cultural communication skills, confidence, drive, and autonomy. The program's diverse approach aims to improve English language instruction throughout the educational environment. The program also contains a thorough budget to account for institutional restrictions. The plan also specifies a timeframe for each program phase, assuring its orderly implementation. Success indicators include language proficiency, teacher-student alignment in curriculum implementation, student

engagement and motivation, English language confidence, and cross-cultural communication. The proposed program is a proactive and comprehensive effort to change the English curriculum implementation environment and provide a holistic language learning experience for all stakeholders.

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