Research on English course based on career planning

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ABSTRACT: For the current higher vocational English education way, this paper researches English course on the basis of the need of English competence in career planning, and determines four main objectives to be accomplished in English teaching through the research of the need of English in career planning, and establishes the principle of course design. This paper proposes four kinds of teaching mode according to the career development and career demands, and establishes the hierarchical analysis structure on the basis of the teaching objectives as criteria, analyzes the weight of four objectives, and gives out the quantifiable results for matching with the teaching programs. The results show that, the way of theory and practice education is the most effective, and the academic language competence in career planning is the most important demand. The optimization ratio of English course teaching way based on career planning is 0.26: 0.29: 0.22: 0.23.

Keywords: career planning; English education; course reform; fuzzy analytic hierarchy analysis

1   INTRODUCTION

English is widely used in the world. Nowadays, with the economic globalization, English education plays an important role in the economic development. For individuals, in career planning, English competence is an essential consideration. At present, China's higher vocational English education has made some progress in workplace English education, which provides an important guarantee for the rapid-growing diversified economic development.

With the social development, the traditional English education mode - General English (EGP) is difficult to adapt to the current needs of the society, mainly because EGP could not meet the specific needs of a particular occupation or industry. Therefore, the college gradually attaches importance to ESP and applies it to teaching practice. Currently, in order to better train the students' occupational ability in higher vocational education, the course content is designed with the collocation form of professional English and Basic English. The form of English teaching is in the way of "basic + professional English". However, in the branch of ESP, the scholars focus on the research of academic English, but fail to carry out an in-depth research of workplace English (EOP). In recent years, with a rapid increase of social demands, the enterprise has a continuous demand on the workplace English talents, so that the educators begin to research the design of English course content on the basis of career planning. This paper also carries out analysis and research of English course based on the future career development of students as a benchmark, and analyzes the workplace demand on English based on the profession and professional development of the students, and then researches the course, that is, purposely teach the students with certain profession or occupation.

Based on the former research of the workplace English and teaching design, this paper analyzes the design of English course on the basis of career planning, and also establishes a quantifiable mathematical analysis model based on the criteria of workplace English teaching and design code of English course, and carries out quantifiable analysis of the research of English course, and makes optimized adjustment of the course design program according to the requirements of career planning.

2   STATUS QUO OF HIGHER VOCATIONAL ENGLISH COURSE

Higher vocational English education must be based on the students' career development and meet the needs of future career planning and adapt to society. To reform the current English course based on the stu-

dents' career planning objectives can make the students possess the workplace English competence towards industry. Currently, there are some problems in the implementation of English course.

2.1 Vague teaching objective, without embodying the industry of workplace English

English course based on career planning should be able to make students master professional English competence and actually apply in social work or career through English learning. However, English education has always been carried out with the model of undergraduate education, and its goal is to cope with various Basic English exams in the school and country, rather than workplace applications. English competence of the occupation or a certain industry is not assessed, but the majority of professional English course exists in the elective form. Similarly, the course content, course program matching, teaching mode and workplace English education teachers and other education links in the higher vocational education are free of substantive workplace English education form. Therefore, the cultivated talents could not meet the social requirements of the industry, and actual English competence does not match with the occupation.

2.2 Paying attention to Basic English, but ignoring the needs of career planning on English

The purpose of higher vocational English education is to serve for the career development of students engaged in this profession, and meet the needs of career. Therefore, only Basic English could not meet the academic English competence, but there is a need to possess more workplace English communication skills. In the higher vocational English education, the professional English becomes a part of Basic English, which is not concerned. In the students' career planning, simple daily English communication could not promote career development, and the industrial English competence and academic English competence corresponding to the career planning are more critical. EOP (workplace English) education upgrades the students' workplace English competence on the basis of the basic listening, speaking, reading and writing ability, rather than simply upgrading the competence of Basic English.

2.3 Single English classroom teaching mode fails to fully realize workplace English education objective

Workplace English mainly carries out English education based on career planning, which aims at integrating English into workplace and obtaining practical abilities. In response to the social sector requirements on the students' English competence, simple classroom teaching in a large class and grammar imparting is to be improved for the students' reading and writing ability, but it fails to provide a good teaching mode for the social English practical ability in career. English learning mode in classroom is single, resulting that the students develop "exam-oriented English", but the mix and match of multiple teaching modes can improve the shortcomings of a single mode.

2.4 Paying attention to English knowledge teaching, but ignoring cross-language emotion and cultural communication skills of workplace English

The survey of workplace English teaching finds that, with the benchmark of mastering the professional English vocabulary or knowledge, the content setting of workplace English practical ability is not enough. The survey finds that the higher vocational English mainly imparts the professional knowledge and vocabulary in the professional English education, that is, pay attention to the learning of basic professional knowledge. English teaching mode of the cross-language and cultural communication skills, scenario simulation not involved in the workplace is not enough, resulting in a lower practical ability.

3 CAREER PLANNING DEMAND ANALYSIS

The research of English course is based on career development, which aims at improving English practical application of the students in the career development. It first needs to carry out an in-depth analysis of English competence requirements and knowledge structure requirements in career development planning.

Through looking up literatures and visiting enterprises, a comprehensive theory research and social feedback believe that, the teaching objectives based on career planning are: 1) basic language communicative competence; 2) professional knowledge literacy; 3) Academic language communication skills; 4) Cross-language and cultural profession practical ability. According to the demand analysis, different course content can be set up, or different teaching modes can be selected to reasonably collocate teaching to reach the pursuit of English objectives in the students' career planning. Mastering English skills and applying in the social practice, are laying a foundation for their career. The learners' learning process of English course based on career planning is shown in Figure 1.

The learners should initially possess the Basic English knowledge and be able to perform simple exchange and communication. After mastering the Basic English skills, the learners learn the professional knowledge in career learning, master the professional knowledge literacy, thereby integrating with the Basic English competence and professional knowledge as the professional academic ability with the carrier of

English, thus realizing integration with English and professional knowledge and mastering the language logic and cultural connotation of relevant language, and being applied to the practice of social sector.
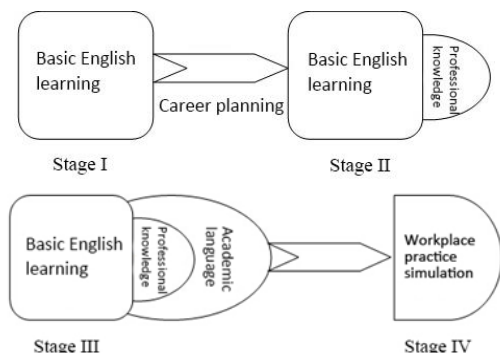

Figure 1. Learning process of English course based on career planning

4 ENGLISH COURSE MODE AND CONTENT REFORM

The following English course mode is proposed based on the current situation of higher vocational English course education and analysis of career planning demands, in order to provide suggestions on English education based on career planning. Figure 2 is a logic diagram of research of English course based on career planning.

4.1 Basic + Professional English

Basic English learning is mainly to let the students sufficiently master the basic vocabulary and grammar, and develop the basic communication skills. Basic English learning is an important stage to cultivate the students' listening, speaking, reading and writing abilities, and also enables the students to understand the language logic and cultural differences, thus forming cross-language communication skills, and avoiding communication barriers caused by cultural differences.

4.2 Theory and practice education

In the process of teaching, the knowledge structure of English teachers pays more attention to English, but less attention to profession, while the knowledge structure of professional teachers pays more attention to profession, but less attention to English, resulting in failure to effectively combine with English competence and professional knowledge in training of students, and non-ideal learning effect. However, the cooperative teaching organically combined English teachers with professional teachers is an effective way to solve this situation. The school should focus on training the teachers engaged in theory and practice education, improve the weakness of knowledge structure of English teachers and teaching group, and effectively build the teaching group as a backbone of English course through school-enterprise cooperation, expert lectures and other forms.

4.3 Scenario simulation in English classroom

The scenario classroom is mainly English practice and training classroom. Foreign countries are simulated through a virtual scenario simulation in an English environment, and English knowledge is applied to consolidate English knowledge. Meanwhile, the test and feedback are given to the students' English competence, in order to improve classroom teaching mode. It mainly simulates through simulation of cultural circumstances of English movies, and the students are grouped to complete a scene content, in order to personally experience the application effect of English under English cultural environment, and grasp the language logic and cultural exchange way of English.

4.4 Simulation of workplace practice classroom

A series of actual situations that may encounter in the career development plan are mainly envisaged in the design of classroom content, while English learned from classroom is tested by simulation in practice. For example, the profession of tourism can simulate the situational dialogue between foreign tourists and tour guides, and English explanation is simulated in some
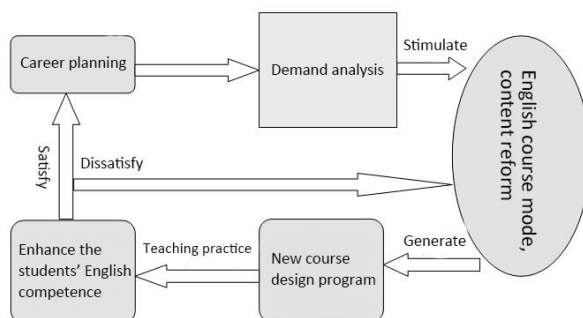

Figure 2. Research route of English course based on career planning

products or fair in business. The simulation and application for the learnt English knowledge is carried out in the beginning of the career, so as to lay a foundation for future career development.

5 PROPORTION OPTIMIZATION OF TEACHING PROGRAM

5.1 *Research level construction of English course*

The matching English course is researched through the orientation of career planning. The ultimate level target is set as follows: design optimization of English course; criteria of design basis: the demand of career planning on English competence, namely, teaching objectives; the proposal of course program is based on the demand analysis, in order to meet the main rule of career planning for course development and program matching. Hierarchical chart is shown in Figure 3.

5.2 *Weight calculation at criterion layer*

Saaty, a famous American scholar proposed a kind of analytic hierarchy mathematical analysis method combined with quantitative and qualitative, subjective and objective nature in the 1970s, namely, Analytic Hierarchy Process (AHP). The core of algorithm is the weight calculation, and the transformation of the problem into a powerful mathematical method of the quantitative research.

First, it constructs the judgment matrix, and makes pairwise comparison of the four teaching objectives, and expresses the comparison results as figures and reciprocals. For example, the comparative structure of importance of C_i, C_j is expressed as a_{ij}, and the numerical number represents the degree of importance of the former than the latter. Through the comparative analysis, this paper obtains the judgment matrix:

$$A = \begin{pmatrix} 1 & 2 & 1/3 & 5 \\ 1/2 & 1 & 1/4 & 3 \\ 3 & 4 & 1 & 7 \\ 1/5 & 1/3 & 1/7 & 1 \end{pmatrix}$$

Weight vector is one of eigenvectors of the matrix, which is determined by the largest feature. For the above judgment matrix $A = \left(a_{ij}\right)_{n*n}$, if the comparison result satisfies with $a_{ij} a_{jk} = a_{ik}$ ($a_{ij} > 0$, $a_{ij} = 1/a_{ji}$), the consistency is good. The possibility of appearing the ideal consistency matrix in the configuration is very small, so the consistency can calculate the weight vector as long as it does not produce a significant impact on the structure. The consistency judgment of the matrix is represented by *CI* value, and the calculation process of the consistency ratio *CR* in the consistency test of four-dimensional judgment matrix:

$$CI = \frac{\lambda_{\max} - 4}{3}$$

$$CR = \frac{CI}{0.9}$$

If *CR*<0.1, the judgment matrix is free of major logical error. The calculation result shows that the weight vector is representative. After calculation, the result: *CR*=0.025<0.1, maximum eigenvalue $\lambda_{\max}$=4.07, four-dimensional weight vector:

$$W = (0.25, 0.14, 0.45, 0.16)$$

The result believes that, in the research of English course oriented by career planning, the most important weight of "academic language communication skills" is 0.45, and the weight of "basic language communicative competence", "professional knowledge literacy" and "cross-cultural occupational communication skills" is respectively: 0.25, 0.14 and 0.16.

5.3 *Evaluation of program effect*

The statistical survey is used to research English teaching mode. The research proposes the impact of English teaching mode on the teaching objectives, and the statistical result is expressed by a percentage, and the influence is gradually calculated for the proposed English teaching mode, and the result is expressed in a matrix form.

$$Influence\ value = \frac{Number\ of\ people\ who\ select\ objective\ i}{Total\ number\ of\ people\ who\ accept\ survey}$$

For example, the total number of people who accept survey is 100. "Basic + professional English" model considers that the number of people who have a significant effect on the "basic language communicative competence" is N, the effect ability value is N/100. The columns are corresponding to "basic+professional English", "theory and practice education", "scenario simulation", "workplace practice simulation", while lines are corresponding to "basic language communicative competence", "professional knowledge literacy", "academic language communication skills", "cross-cultural occupational communication skills", thus obtaining the corresponding matrix of four teaching modes:

$$B = \begin{pmatrix} 0.35 & 0.27 & 0.25 & 0.13 \\ 0.13 & 0.17 & 0.41 & 0.29 \\ 0.30 & 0.08 & 0.31 & 0.31 \\ 0.11 & 0.1 & 0.21 & 0.58 \end{pmatrix}$$

The survey result shows that, different teaching ways have different emphasis points on the improvement of students' ability. According to the maximum principle of fuzzy mathematics, the most obvious effect is 0.58. That is, "workplace practice simulation" can effectively promote the students' "cross-cultural

occupational communication skills" in the career development. The worst effect is 0.08. The "scenario simulation" has the weakest effect on the promotion of "professional knowledge literacy", which could not produce a good effect on the target.

5.4 *Program optimization ratio*

Combined with the weight vector and competency matrix of teaching mode effect, the weight coefficients can be obtained in English teaching by different teaching ways, thus providing data reference for reasonably setting up the course content. The calculation method is as follows:

$$F = W \bullet B = (0.25, 0.14, 0.45, 0.16) \bullet \begin{pmatrix} 0.35 & 0.27 & 0.25 & 0.13 \\ 0.13 & 0.17 & 0.41 & 0.29 \\ 0.30 & 0.08 & 0.31 & 0.31 \\ 0.11 & 0.1 & 0.21 & 0.58 \end{pmatrix}$$

The result is F = (0.26 0.29 0.22 0.23). Thus, in the design of English course based on career planning, the emphasis on the way of theory and practice education can better meet the needs of career planning objectives, in particular, the academic language communication skills.

6 CONCLUSION

(1) The analysis of English course based on career planning can provide a better idea for the design of English course, and gives out a logic diagram of the students' learning process and course design ideas.
(2) The analysis of academic career planning needs shows that, the academic language competence is the most important teaching objective, while the professional knowledge and Basic English listening, speaking, reading and writing are the important foundation of the academic language competence, which must be concerned. However, the cross-language and cultural communication is the ultimate ideal goal in the workplace, which requires a long-term practice. The weight of "academic language communication skills", "basic language communicative competence", "professional knowledge literacy" and "cross-cultural occupational communication skills" is respectively: 0.45, 0.25, 0.14 and 0.16.

(3) In the proposed English teaching mode, the comprehensive weight coefficient of theory and practice education is 0.29, which is the highest. This mode can fully meet the needs of career planning. The higher vocational college should pay attention to the construction and teaching of the theory and practice education. The optimization coefficient of the course matching weight under four teaching modes is "Basic + professional English - 0.26", "theory and practice education - 0.29", "scenario simulation - 0.22", "workplace practice simulation - 0.23".

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