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REFLECTIVE REPORT OF VOCATIONAL COLLEGE ENGLISH TEACHER PURSUING INTERDISCIPLINARY TRANSFORMATION IN MANAGEMENT STUDY

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ABSTRACT

This article aims at introducing reflection of a vocational college teacher who takes English as a pre-major and further study in management field by analyzing SWOT for English teachers and working out an exploratory mechanism and framework for interdisciplinary research in vocational education management. This reflective report is composed of four parts: introduction, portrait of English teachers on teaching, research and other work, interdisciplinary transformation for English teachers and summary.

KEYWORDS

vocational college; English teacher; disciplinary transformation; vocational education management.

1. INTRODUCTION

English teachers in vocational college confront a dilemma recent years as innovative development of integration of college-enterprise cooperation and ESP (English for Specific Purposes) theory, which combines English and professional knowledge together in order to complement each other. It is the strategic adjustment that meets the need for talent of the economic development and the imperative trend of social development (Zhaoyu, 2014). English teachers in new era are required to be an integrated teacher with multi-skills in both language teaching and major teaching. However, English teachers in higher vocational colleges do not have a good understanding of ESP teaching, which leads to the lack of characteristics of ESP teaching mode and methods (Wengi, 2019). This article proposes a way to meet the gap among cross-disciplines by introducing a portrait of a vocational college teacher who takes English as a pre-major and further study in doctoral management program, by analyzing SWOT for English teachers and working out an exploratory mechanism and framework for interdisciplinary research in vocational education management.

2. PORTRAIT OF ENGLISH TEACHERS ON TEACHING, RESEARCH AND OTHER WORK

Nowadays, vocational college English teachers in China usually have three main tasks and feature some specific background. The first task is language teaching work. Goals of English courses are to cultivate students' comprehensive English application ability, especially listening and speaking, so that students can effectively communicate oral and written information in English in future work and social communication, enhance their autonomous learning ability, and improve their comprehensive cultural literacy, so as to achieve the goal that students can obtain a double

degree diploma successfully and grasp the target of practical English listening, speaking, reading and writing. By learning the course, students should fulfill three objectives: (1) Knowledge objectives; (2) Skill objectives: Listening comprehension, Oral expression, Reading comprehension, Written expression, Translation ability; (3) Quality objectives.

Except from teaching work, English teachers in vocational college are undertaken scientific research task and are required to publicize academic outcomes and involved in scientific research projects, scientific research funds, horizontal projects and achievements transformation, and scientific research behavior is further standardized. Moreover, scientific research performance evaluation system are designed and brought into the KPI evaluation system. According to such system, teachers are classified and hierarchical assessed and managed. Teachers should improve the quality of research as a guide, focusing on promoting the innovation of academic views and research methods. Teachers are required to increase the reward for high-level projects and achievements, realize the fundamental transformation of scientific research evaluation from quantity to quality, implement the scientific research performance evaluation, and promote the connotative development of the college.

With the development of combination of production and teaching, and in response to the running mode of college-enterprise integration, English teachers in vocational college now have the third task, that is to actively integrate professional industries in English teaching according to students' professional background, closely combine industry and teaching, at the same time, enhance the relevant professional background, and improve themselves as a comprehensive talent in integrating talent cultivation, scientific research and scientific services. At the same time,

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vocational colleges, according to their specialties, actively set up professional industries, closely combine industry with teaching, support and promote each other, and turn the college into an industrial business entity integrating talent cultivation, scientific research and scientific and technological services, so as to form a running mode in which colleges and enterprises are integrated.

In addition, English teachers feature some specific background as well. They more or less engaged in extracurricular activities in the Student Union and became responsible for a certain activity, such activities are not only confined to teachers and students in campus, but also jointly hold by teachers, students and workers outside campus. Cross-college and cross-enterprise cooperation happens when organizational structure is more innovative. English teachers teach vocational students with different major background from different faculties on various courses. They witness how foreign language as a tool for international communication and cooperation and take a good command of language teaching in the process. English teachers also have the experiences of participating in foreign students management and have chance to observe and experience international cooperation programs.

English teachers also have background of practicing in companies or setting up company themselves. With the development of college-enterprise cooperation and integration of production and vocational education, some English teachers try to be involved in innovative entrepreneurship projects and related competition (under the guidance of the Ministry of Science and Technology, Ministry of Finance, Ministry of Education and other federations) except from teaching work and scientific research. To sum up, English teachers majored in English literature or linguistics during undergraduate and postgraduate study. Since vocational colleges provide technical teaching toward specific job more than general education in research university, English is not only a language tool for communication and academic writing, but also a professional discipline of designed for vocational students as well as company employees.

As development of ESP in China, English teachers in colleges and universities begin to teach English for professional purposes in imaginative language scenes/simulated workplaces, however, most teaching and learning still turn out to be traditional and conventional language learning due to teachers' knowledge limitations in majors. Influenced by practical work, English teachers' research usually begins with the philosophy of language, generative linguistics (study in a closed language system based on Universal Grammar), cognitive linguistics then turns to language teaching strategies and designs and video-based blended classes, which brings more reflection and realistic meaning to practical work (Zhuanglin and Jiang, 2015).

3. INTERDISCIPLINARY TRANSFORMATION IN MANAGEMENT FOR ENGLISH TEACHERS

With the development of vocational education and innovative college-enterprise cooperation mode in China, and having witnessed and involving in above changes in vocational college, English teachers are in urgent need of professional breakthrough. Starting from the research of vocational education management becomes the best starting point to help English teachers find the point of combination of language teaching and professional teaching. The integration of disciplines and specialties is a systematic project, involving a wide range of areas and heavy construction tasks, and the characteristics of curriculum integration are just in line with the characteristics of vocational education management. Through the study of vocational education management, following the internal guidance of vocational education curriculum construction, help to solve the problem of organization in course construction.

Through the comprehensive use of subject knowledge and vocational education management knowledge, professional knowledge, industry skills, tools and technology are integrated into English curriculum, and the whole process from the beginning of curriculum design to the end of curriculum evaluation is planned, organized, coordinated, controlled and

summarized. Vocational education management is an interdisciplinary study of profession rules, education rules and management rules. The management objects of vocational education aim at the integrated human resources: the integration of educators and entrepreneurs, the integration of teachers and masters, and the integration of students and apprentices (Mingxing, 2014). The past and existing research on management theory mainly focuses on specific industries, enterprises, positions, human resources and organizations in enterprises, while neglects the existence of vocational college as another social organizational entity in reality, moreover, the role of teachers/masters has been long-term underestimated, these factors make the development of college-enterprise cooperation in a shallow stage (Xin et al., 2018).

In fact, teachers/masters play an indispensable role in cultivating, training and promoting the development of human resources (workforce), and has been undertaken core value and frontline task in transferring knowledge and technical skills in both classes and workplaces, which eventually determines basic specialty of human resources and enterprise efficiency. Besides, tracing back to vocational education and personnel training towards workers-to-be may be helpful and meaningful when analyzing multilevel casual factors affecting human resources, micro-organizational behavior in enterprises, and vice versa. Based on above mentioned situations, the top priority for vocational education management is to form a self-consistent and universal theory guided by interdisciplines on enterprise-college objective, human resources development/personnel training, organizational behavior, teacher/master leadership, etc. between enterprises and higher vocational colleges, and colleges should cooperate with qualified enterprises in personnel training, technological innovation, employment and entrepreneurship, social services, cultural heritage and other aspects according to their own characteristics and talent training needs (Yanmei, 2020).

Moreover, colleges should make use of the platform of integration of production and education and sign long-term training mechanism with foreign-funded enterprises and multinational companies (Jin and Liu, 2020). Through comparative analysis of enterprise management mode and vocational college running mode, colleges and enterprises should find shared vision, cultural ecology, organization, leadership, competence-oriented personnel training, scope of business and specialty, product and course, and further promote college-enterprise cooperation strategy from the aspects of legislation, building cooperation platform, clarifying college-enterprise collaborative projects, and strengthening college-enterprise cooperation leadership.¹ Above mentioned framework will better help English teachers master the subject-professional curriculum integration and grasp the curriculum construction scheme and curriculum standard.

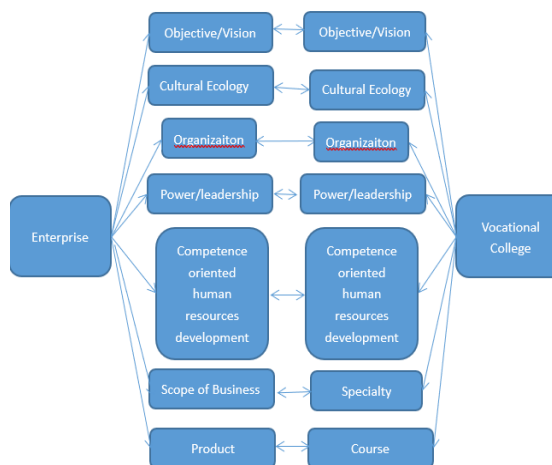


Figure 1: Research framework for vocational education management by comparing with enterprise management

4. CONCLUSION

This assessment is composed of four parts: introduction, portrait of English teacher in teaching, academic research and other work,

interdisciplinary transformation of English teacher and summary. This assessment as the process of exploring transformation and possibilities for English teachers. According to SWOT analysis method, English teachers' strength lies in years of language teaching skills and experiences, weakness is to be an integrated teacher with other specialty and skills background, opportunity comes from innovative college-enterprise cooperation and my further study on other majors, and threat may come from company employees related to college-enterprise cooperation and other English teachers in non-formal, non-institutionalized and non-substantive educational agency outside campus.

This initial thinking and exploratory study combines past majors and working experience of English teachers with present requirements for them in vocational college. With development of vocational education management, detailed research in pace with innovation of vocational education will come into being. And English teachers will make a successful interdisciplinary transformation to better adapt to course construction, vocational college requirements and social needs.

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