

Reorientation on English Education based China “The Belt & Road” Policy in Agricultural University

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Abstract

This thesis aims to re-orientate on English education based China “The Belt & Road “ policy in Agricultural University. The purpose is to promote better development of the English education and cultivating more talents needs in new period. The first part mainly introduces statement in the field. The second part proposes the great challenges of English education in the New Age. The third part elaborates some assumptions of the new direction of English education in agricultural universities and effective solutions.

Key words: English education; Reorientation; The Belt & Road

I. Introduction

English Education is the foundation of talents and the talents are the foundation of building up a nation fitting for the world. There is no doubt that English education plays an important role in a country, and English education acts as a vital function. In the past few years, the English education has made remarkable achievements (He Qishen 30). It seemed that, however, the English education in agricultural universities still not orientates the direction of China’s opening way to the world. It faces great challenges. Educators definitely should be responsible for inadequacy of English education in agricultural universities. Besides, the language environment needs to learn a foreign language. Some problems of the English students’ perspectives are also the source of the inadequacy. The reform or rethinking of English education in agricultural universities should be put on the priority. “The Belt & Road” needs English education for its orientating-services, and strengthen human spirit training of English education. In order to meet the needs of “The Belt & Road”, the English education in higher agricultural universities should establish the idea of “marketing-orientation” development of the curriculum design and students.

Higher agricultural universities as a leader in the agricultural education system, it should play an important role in the process of building a well-off society. The English education is taking this responsibility toward the nation to the world. It is necessary that the cultivation of human spirit that emphasize in one new period of English education curriculum reform. For cultivating innovative talent to adapt the development of “The Belt & Road”, the effective innovation mechanism needs establish to support innovative curriculum in agricultural universities.

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The ideal calling on foreign language services needs on “Overseas ahead of marketing, overseas on the boat and overseas following the boat” (Wang Kefei 2015), it directs the needs of “The Belt and Road” for language services. So it is essential to carry out the re-new orientation English nurturing plan, and the new agriculture English curriculum construction system.

II. The New Challenges for English Education

In line with No.19th People’s Congress, it puts education at the priority or in advance. But, in present education practice day to day, it still follows some out-of-date curriculum and there are still many problems existing in English education especially in agricultural universities. The teaching content of English education needs reforming (Cai Jigang 27). Through the conditions and problems of English education, it is not difficult for us to see that the English education in agricultural universities fall behind with other universities. The new period calls for talents with many abilities who have solid foundation of English, a wide range of knowledge, broad horizon (Huang Yuanshen 35).

2.1 Out-of-date English education mode

At present, most of the training programs of English talents in agricultural universities in China inherited from other humanities, science and engineer institutions. The agricultural universities have just started the exploration of how to serve “The Belt and Road”, and it has not formed a foreign language practice mode for the needs of “The Belt and Road”. Most of the talent training aim in agricultural universities are to cultivate the students who love their motherland and loyal to people with full development of morality, wisdom, physique and aesthetics, and have solid English language foundation and fluent English language application ability. It also aims to cultivate the students who are able to adapt to a variety of business units engaged in translation, research, teaching, management and other aspects of the work especially in translation, teaching, research and management in the fields of diplomacy, economy and trade, culture, press and publication, scientific research, education, engineering and government after graduation. The development of the English curriculum in agricultural universities lacks of innovation. The core competitiveness of the graduates is obviously inferior to the need of marketing. The students’ core competitiveness is not caching up the direction of marketing needs. The teaching quality of English has a big disparity with other humanities contents, new sciences and other specialized knowledge complement. The construction of English curriculum also faces many problems, such as the orientation and establishment of their own characteristic (Wang Xuemei 25).

2.2 Short of new ideas in service “The Belt and Road”

China is a great agricultural country and rural population is multitudinous, which is the Chinese most basic national condition. Even it can achieve the rate of 55% urbanization by 2020, and it will still have nearly 700 million people living in rural areas. Agricultural universities should make great efforts to bring the benefits to the country, the society and the people. Education is always a major concern. It is also the requirement of “The Belt and Road”. The education in rural areas is very important to a sustainable development of the whole country. One of the functions of higher education is to shape the people’s mind and personality, develop and train the people’s ability to adapt to the modern society. The social function of higher education is more and more important. Social changes and the demand is one of the major reasons of the education reform and development. Both the “The Belt and Road” problem and the economic development all are calling for the development of higher education.

2.3 Short of humanistic spirit of English education

“The Belt and Road” needs English education strengthening human spirit training of English education. The English education in higher agricultural universities should have the idea of “student-oriented” and focus on the development marketing skills on students. All kinds of talents need cultivation of humanity quality and humanistic spirit. Human spirit cultivation has especially emphasized in one new period curriculum reform of English. The cultivation of the students’ humanistic spirit is the necessity of social development and English teaching reform. The development of humanistic spirit has become the nucleus of English education because the home of human’s spirit has lost today. The training of the students’ humanistic spirit in agricultural universities is an important process for students’ development. As the builders of our country and socialist’ successors, the colleges are the future and hope of one country. Their humanistic quality not only decides their development in future, but also concerns the prospect and destiny of “The Belt and Road”.

A university to cultivate qualified students for socialist construction and cultivate the students with full development of morality, wisdom, physique and aesthetics, the humanistic spirit is the key factor for the development of “The Belt and Road” has put forward the higher requirements for English education especially of humanistic spirit.

The innovation mechanism of English education

To cultivate innovative talents to adapt the development of “The Belt and Road”, the effective innovation mechanism should establish in agricultural universities. It is essential to carry out reforms of English education by creating a favorable campus environment for innovation, making innovations in the management mechanism. We expect English education making a butterfly change. Because of poor talents development scheme, poor innovative English education are widespread in agricultural universities, the agricultural universities need to open a new phase of English education. Based on the student’s needs, the agricultural universities should cultivate students’ language application ability and innovative thinking ability. Teaching requirements, teaching methods and teaching contents should reflect the characteristics of individualization, localization and diversification. Agricultural English education should make an approach to the countryside and peasants, and play an important role in “The Belt and Road”. Agricultural universities should cultivate a large number of English translators to involve into the international market and should open up to the outside world, to provide translation services for agricultural science and technology to coordinate the relationship between university, government, and enterprise. It also needs to integrate all sorts of resources to stimulate the development of “The Belt and Road”. Through the distance education and other innovative forms can it realize the combination of production, teaching and research. Now days, the integration of producing, teaching and research is the trend of English education. The solution of the “The Belt and Road” and the development of higher agricultural universities’ English education link closely, and the positive interaction will surely increase the production of agriculture, increase the farmers’ income and realize the well-off society.

III. Assumption of market-oriented curriculum reform

Huang Yuanshen points out, “solid basic skills of language, is the ‘housekeeping skills’ for foreign language talents who reflects the outstanding personality of foreign language talents” (Huang Yuanshen 9). One’s lack of personality means the devoid of vitality and social competitiveness. Solid basis English skills will help English major students to adapt to the market-oriented economy and the development of science and technology. It is also the basis of cultivating compound foreign language professionals. Compound means the combination of knowledge of different subjects. The course construction of English education in agricultural universities should according to the orientation of their own objectives and the special skills of tutors, to optimize the quality of English courses, to enhance the students’ social adaptability. English curriculum design should adjust and reform timely with agricultural development and social demand.

If one uses the old teaching method and to teach in the so limited school hours, it will inevitably make foreign language teaching fall behind the social needs. According to the new plan of agricultural science and technology, the needs of “The Belt and Road”, the construction of new countryside and the rapid development of urban agriculture economy are essential to carry out the new training plan, and the new agricultural curriculum construction system. The goal of cultivating English major talents in agricultural universities should relate with the basic situation of the region, and it should cultivate the English talents with innovative quality as well. Its special characteristics should base on the characteristic of the university and the region. University characteristic refers to provide good service for “The Belt and Road”. Regional characteristic refers to according to the geographical characteristic to provide good service and cultivate the great talents for the regional economic development and social development. The reform of the curriculum system for English education in agricultural universities should aim to improve the students’ social ability, and improve their language application ability to serve for the development of local economy.

3.1 Assumption of curriculum system setting

Curriculum system is the outcome of social occupation. It should have systematical professional knowledge. As for the problems existing in the cultivation of compound English talents, the curriculum for English majors should divide into two parts: basic courses and practical courses. The overall implementation of the English education in agricultural universities is to adjust the first and second grade basic course scientifically. It will increase the proportion of liberal education courses, and make efforts to lay the solid foundation to improve the skills of students.

As a results, it will broaden the students' horizon, and help students to excite their interest, enrich their specialized knowledge, develop their creative thinking and abilities, and improve their humanistic quality. In the three and four grade ,the English education in agricultural universities should according to the interest of the students and the different direction of discipline development, try to promote relevant professional teaching at the same time to increase the opportunities of students' social practice. The basis courses of English education in agricultural universities aim to deal with the relationship between the training of the language skills and cultivate the student's thinking ability and innovation ability.

3.2 Assumption of pattern of English education

The purpose of English teaching is to let the student acquire four skills: listening, speaking, reading and writing. However, the goal is not to obtain good grades for English major students in agricultural universities but to empower the student that he or she can use the new language for communicating with others, new sentence patterns to unlock doors in the mind through which new concepts can conceive. Why does one study English? If a man is only good at reading and writing, one can say that he is good at language. No, if a man is only good at writing and reading, can one say he is good at language? No, if a student is good at English, he should be able to good at speaking or writing.

Now most of the English major students in agricultural universities good at reading and writing, but they have difficulties in communication in English. They can hardly express themselves with their own feelings. This is particularly because of the examination system and the teaching method. Although one is not able to change the examination system, one can change their teaching and learning method. These ideas might have to change the direction, change the model to "listening-speaking-reading-writing"(Oxford 23).

It is very important to build up a good foundation for English major students in agricultural universities, but how to get and create a native environment is also influential. In America, the foreign language pattern uses the communication English teaching, which will pay more attention to language skills. At the process of English teaching, tutors and students communicate in English. Students are asked to discuss the topic in English, and they can use English to explain and discuss their ideas, so as to exchange different information.

Learning is an essential part of growing, but the most effective way of learning English for people is to learning by doing. The experience is the best tutor. The first reason is that if the students gain knowledge through experience, they will remember best. The second reason is that the knowledge is often more useful than theoretical knowledge when dealing with problems. Third, learning by doing is good for the students' development. Even when they make mistakes, they can learn something from them. Finally, learning by doing allow the students to make their own discoveries. In this way, not only will the student have a more meaning learning experience, but often learn things that they never expect.

3.3 Assumption of the evaluation of English tutors

English tutors have a very difficult job in agricultural universities. Not only do they have to learn how to teach English efficiently, but also they have to learn how to deal with the all kinds of personalities with world. Although English teaching job is difficult, so it is vital for agricultural universities to estimate their tutors. The author thinks this is the really good thing to do because it will encourages tutors to do the best and try the utmost, and it will give students opportunities to choose best tutors, and it will make the agricultural universities to have the best tutors.

If a tutor in agricultural universities knows that when the term is end, the students will estimate his or her work. Then the tutor will be driven to do a perfect job during the semester. If the tutor does not feel they under the pressure from the students evaluation at the ordinary time, and their salary is not relate with their job, so even a tutor will not do a good job. The author do believes that most of the common people need an occasional evaluation to ensure they are doing their job efficiently. In the case of a tutor, the students will give the vital evaluations.

If tutor scores the high on the evaluation from the students, then students could choose the most interesting tutors to teach this course based on assessment by students. This evaluation could make students in agricultural universities to excel in their studies, and achieve better grades in English. Finally, if agricultural universities let students to evaluate their tutors, the universities themselves could develop the excellent English tutors to working in it and increase the teaching efficiency.

If the tutor gets the low scores in an evaluation, they will be replaced by another their job. Because his evaluation is fair, and their teaching scores comes from their students. The author do believe this is really a better method than waiting for students to complain their tutor do not do a perfect job and has an improper influence on their studies, do not offer their encouragement.

IV. The “Going out” direction of English Education

Foreign language department needs to cultivate the compound talents with going-out ideal or oerspectives (Wang Lifei 2016). English education should pay more attention to improving practical language ability with new period need. The teaching objectives and directions of English education in agricultural universities describes as follows:

4.1 The new direction of English education

At present, there are many temporary tutors in countryside. Many of them lack of systematic training and have low attainments in knowledge. So it is very urgent to cultivate the rural tutors with modern teaching ideas and high comprehensive quality. In China, the “Rural teaching position program” designs to change the situation of the shortage of professional educators in the countryside. Tutor jobs play a very important role in the development of the society. An educator once suggests that the tutors should have the farmer’s skill, scientist’s mind, and the spirit to remake the society, and also puts forward Education is life and life is education, and it should according to the actual life of the countryside to cultivate the tutors. The solution of “The Belt and Road” problem needs English tutors. The English education in agricultural universities could set education English curriculum, practical linguistics curriculum and second foreign language curriculum and other core curriculum on education direction. It could set 4 weeks of teaching practice, including the observation of the education and the practice of the education. It aims to help students to have a good understanding of primary and secondary education, and get familiar with students in primary and secondary school, to consolidate professional ability, to cultivate the students’ ability of teaching in agricultural universities. At same time, the tutor in agricultural universities could encourage the students to have a test to get tutor certification and Mandarin certification during the junior year.

4.2 The direction of world business English

According to the characteristics of local economic development, and the education platform of agricultural universities, the English education could set the business English course. The course may design to provide an academic platform that students could blend their knowledge of marketing, microeconomics and international business. The course could deal with the various international business issues including numerous environmental variables such as cultural, political, legal, economic and financial environment. It also could set trade curriculum and investment theories curriculum international business. The course could combine intensive and extensive listening and the listening course aims at training students could understand audio-taped materials. In the form of conversations, interviews, short exchange or other speech events that deal with different topics. The course should help the students understand both formal and informal English and help them to have a good understanding of languages. As for the practical teaching, the universities could increase the chance for students to participate in the international exhibition to train the students’ practical translation ability.

4.3 The direction of Agro-engineering English

In “The Belt and Road” period, the Agro-engineering construction in the overseas is a new growing point in China’s economic and social development. Most of the cities in China have rich resources for Agro-engineering a rapid development. Therefore, the agricultural universities could set Agro-engineering English course. The direction of Agro-engineering teaching could base on the “Agro-engineering professional English” and combined with the local Agro-engineering industry. Agro-engineering English is an emerging profession, and it does not have a long time in most of the universities especially in agricultural universities. Different with other special English, Agro-engineering English has its own special characteristic. Teaching aim of the Agro-engineering English in agricultural universities is to improve student’s cross-cultural communicative competence. The English tutors in agricultural universities could encourage the students to get the Tourist Guide’s Qualification Certificate. Students should possess rich knowledge, superior skills and techniques of guiding to meet the tourists’ needs. Tutors could go to the scenic spots and cultural spots to have the class, and could also teach among hills and up and down rivers. The setting of the course could also for students to enjoy the landscape and enjoy the beauties of nature.

V. Conclusion

Rethinking the great challenges of English education and the disadvantages of English education in the new era, and refocusing on the mission of English education in agricultural universities, the humanistic spirit of English education in agricultural universities and the innovation mechanism of English education in agricultural universities are the main focus of this paper. Then the author puts forward the new strategies of cultivating compound talents for English education in agricultural universities, and makes the assumption of the curriculum reform as well. The curriculum system setting in agricultural universities, the assumption of pattern of English education in agricultural universities and the assumption of the evaluation of English tutors in agricultural universities need improvement. Finally, the author makes the assumption of the three directions of English education in agricultural universities. The first direction is English education. The second direction is about the business English and the third direction is about the engineering English.

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