



## Model of English Teaching for Future Employees in China's Petroleum Production Industry

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**Supported by** a grant from the Project of the Office of Education in Heilongjiang Province (No.11542005).

Received 13 December; accepted 6 February 2014

### Abstract

Model of English teaching in non-native English speaking countries is very important in English Education, especially in the discipline of teaching English as a second language. Therefore English teaching design requires more specificity, especially for special purposes such as teaching English for industrial workers. Experience indicates that the "1+1 model" (one year for acquiring basic knowledge plus one year for site training and practices in oil fields) is an effective approach for teaching future oil field workers. The model follows four basic principles: establishing a target, cultivating standards, designing and following a process, and effective evaluation. Additionally, cooperative teaching and effective learning are encouraged in this model. Transitioning to the "1+1 model" requires not only a change in teaching methods or means, but also a philosophical shift in the concept of English instruction, that is, a move toward the realization of a "student-centered" approach, emphasizing self-study and the acquisition of practical skills. The method we used includes experimental method and interview. The result indicates that English teaching "1+1 model" can supply more qualified future employees for the petroleum production industry.

**Key words:** Petroleum production industry; Future employees; English teaching model

GUO Min, ZHONG Qun (2014). Model of English Teaching for Future Employees in China's Petroleum Production Industry. *Studies in Literature and Language*, 8(1), 20-23. Available from: <http://www.cscanada.net/index.php/sll/article/view/j.sll.1923156320140801.4161>  
 DOI: <http://dx.doi.org/10.3968/j.sll.1923156320140801.4161>

### INTRODUCTION

Model of English teaching has been discussing for many years, especially in non-native English speaking countries. The traditional model of English teaching in classroom with teaching materials was popular in 1980s. And it was kind of test-oriented English education. AS the time being, the high-score-low-ability-students are no longer welcomed by the factories or companies, it is urgent to change the situation. On the purpose of educating more qualified students, we did a two-year-experiment and try to testify this "1+1 model". The "1+1 model" means a two-year college English study; in which the first year is designed for acquiring basic knowledge, the teaching form being mainly classroom teaching and the second year designed for site training and practices in oil fields. It follows four basic principles: establishing a target, cultivating standards, designing and following a process, and effective evaluation.

### 1. LITERATURE REVIEW

#### 1.1 Definition of Models

A model is an example of the target language a teacher shows learners to help them notice language patterns, or to encourage them to imitate. This could be a sentence, a model of an intonation pattern, or an entire text, such as an example of a writing genre (Plagiarism, <http://www.teachingenglish.org.uk/knowledge-database/model>). A model of teaching is a description of a learning environment, including our behavior. These models have

many uses, ranging from planning lessons and curriculums to designing instructional materials, including multimedia programs (Joyce, Weil, & Calhoun, 2005, p.25).

The model here means a two-year college English study; in which the first year is designed for acquiring basic knowledge, mainly with the form of classroom teaching and the second year designed for site training and practices in oil fields. The model observes four basic principles: establishing a target, cultivating standards, designing and following a process, and effective evaluation. Additionally, cooperative teaching and effective learning are encouraged in this model.

## 1.2 Some Teaching Models in Other Countries

### 1.2.1 The Australia's Technical and Further Education (TAFE)

Australia's technical and further education (TAFE) system, which offers a wide range of courses providing education and training for employment at the operative, trade, and paraprofessional levels, as well as general education and literacy programs (Gillian, 2001). Individual TAFE institutions (usually with many campuses) are known as either colleges or institutes, depending on the state or territory. TAFE colleges are owned, operated and financed by the various State and Territory Governments. This is in contrast to the higher education sector, whose funding is predominantly the domain of the commonwealth government and whose universities are predominantly owned by the state governments (Southern Star, 2009). The characteristics of TAFE is practicability, short term and low tuition fee, curricula cover all areas and with flexibility. The most important is that its curricula can fit in with the need of the market; it symbolizes the most advanced technological requirements; state government's supports make it have great advantages to guarantee the teaching quality.

### 1.2.2 Competency Based Education (CBE)

Competency-based Education is defined as an instructional system in which competency training is at the top place, it aims to provide students with the knowledge and skills. It focuses on learner performance in reaching some specific objectives. Competency Based Education focuses on outcomes of learning. CBE addresses what the learners are expected to do rather than on what they are expected to learn about. CBE emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study (Richards & Theodore, 2001, p.141). CBE is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. It was defined by the U.S. Office of Education as a "performance-based process leading to demonstrated mastery of basic and life skills

necessary for the individual to function proficiently in society" (U.S. Office of Education, 1978). The superiority over other approach is its competency meanwhile its emphasis on students' self study and evaluation. Although the above two each has its own background, it also has something in common, that is, practice comes first.

## 2. "1+1"MODEL OF ENGLISH TEACHING DESIGN

### 2.1 Training Goal and Requirements for Future Employees in China Petroleum Production Industry

In broad sense, training goal is to transport qualified students to enterprises or companies. Qualified students here mean that they are not only qualified for their major but also for the second language, English. It is a professional training model in campus or classroom. Teachers or instructors pay more attention to their competence or ability training in their future job on the base of grasping their basic knowledge. In some way, we can say the training goal is a double aim, which symbolizes both professional knowledge and ability. Training requirement is a kind of quality control. *University English Curriculum Teaching Request* (issued by Department of Higher Education of China, 2007) stipulated explicitly that the purpose of university English teaching is to cultivate students' ability to use English, especial in listening and speaking, so that they can use English effectively in their future study, work, while enhancing their self study ability and literacy level to adapt to China's social development and international communication; to cultivate students' ability to read, write and translate so that they can use English to exchange information. That is to say, as a student, you need to learn how to use English and can communicate with others in English. Different stages have different requirements. There are three-level requirements, elementary level, intermediate level and the advanced level requirements. These three requirements include English language knowledge and practical skills, learning strategies and cross-cultural communication and other aspects. Students are required to improve their listening comprehension, oral expression, reading comprehension, writing ability and translation. Take Daqing Oil Field (Heilongjiang Province) as an example, Daqing is the biggest oil field in China, is also one of the few largest sandstone oil fields in the world. Daqing Oil Field insisted on talents' first, science and technology is at the top of its developmental strategy; human resources achievement as its first resources. One of the developmental strategies to construct international competitive transnational enterprise groups is talents' training. According to survey, Daqing Oil Field has a set of talents' training system, for example,

it has “professional instructors” mechanism, professional instructors are experts in oil field; sign training agreement with young technicians; different training subjects, etc. It works well, but in some way, it is a big cost, it can not satisfy all the needed posts, especially the post related to using English language. University and enterprise cooperation is a good choice. It paves a good way to English teaching design. Not only does Daqing Oil Field need talents with excellent English, but also other oil fields need talents for their development. China petroleum industry needs someone who knows not only his career, his specialty, but also his English proficiency.

## 2.2 “1+1” Models

### 2.2.1 Definition

In most universities in China, the subject, English is taught through all the four years, two-year-basic English, two-year specialized English. “1+1” models here mean one- year the basics of English learning which including listening, speaking, reading and writing; one-year language training, two years study and practice is a cycle. The first year is Module 1 and the second year Module 2. According to the syllabus in our university, students need to fulfill requirements in general level during the first year; teachers pay more attention to students’ basics of English. The second year is to improve their comprehensive ability to use the language. It cycles. The third year is a new start, but it has differences in curriculum. It comes to a higher level, the fourth year, the highest level.

### 2.2.2 Training Process

From general level to the highest level, training process is very important. Module 1 is mainly carried out in classroom. According to the requirement for future employees, we need to establish corresponding teaching models. First, we establish experimental class A and B at random; meanwhile choose some control classes to contrast. Experienced teachers are chosen to become an experimental team. The curriculum of experimental class A and B is set according to training modules, which feature with task-based, double-targeted language teaching (see Table 1).

**Table 1**  
**Experimental Classes**

|                 | Controlled<br>Classes | Experimental<br>Class A | Experimental<br>Class B |
|-----------------|-----------------------|-------------------------|-------------------------|
| task-based      |                       | √                       | √                       |
| optional course |                       | √                       |                         |
| normal teaching | √                     |                         |                         |
| network and CAI | √                     | √                       | √                       |

Computer Networks and Internet have been growing rapidly in China. They play a key role in all aspects of modern society including, of course, language education. In Table 1, no matter in which class, networks and computer application teaching method is used, which

makes language teaching more efficient. In controlled classes, normal teaching model is used as other normal classes, in which computer networks and internet are not used in teaching. The advantages of using networks and computer application teaching are that students and teachers are free to log on the course at any time and anywhere. In experimental classes, language learning is divided into two parts: one is viewing, listening and speaking; the other is reading, writing and translating, all the learning activities and practices can be done in campus local area network. We use front text books which online courses are included, students become the center of the class. In experimental class A, there is an optional course for students; in experimental class B, students have access to training in oil fields. Then we set up a set of files for each student, then compare the experimental results, meanwhile set up a set of teaching system, which including students’ study, self-assessment, evaluation from faculty, teaching effects and training effects, etc. Besides classroom teaching, Module 2, the second year, is mainly stressed on the cooperation between campus and enterprises. The key point is to establish a set of cooperating mechanism. Selecting a training center in Daqing oil fields, a series of teaching and training criterion, quality control and evaluation system are built according to enterprise personnel standard and evaluation criterion. For example, language training in experimental class A is mainly hold in site for extemporaneous translation and language laboratory simulation training; but in class B, there is only language laboratory simulation training. Procedural and terminating evaluation is used here. So teaching design is critical to the whole teaching process. Teaching design needs to act according to the different knowledge type and different class to carry on. The modern cognition psychology summarizes the knowledge for declarative knowledge, procedure knowledge and strategic knowledge, different knowledge type need different teaching design. It is critical that teachers train first.

## 2.3 Implemental Condition and Evaluation

### 2.3.1 Implemental Condition

It is critical that school authorities support the program, with the supervision and support from school and the active participation of enterprises, the oil field teaching modules can be guaranteed. Most of all, experimental classes should be equipped with experienced teachers who are trained in advance. We chose 4 teachers of different age group, two of them have site translation experiences; one is good at oral expressing; one has the experience of studying abroad. The four are all good at language theory and computer networks.

### 2.3.2 Teaching assessment

Teaching is a complex and personal activity that is best assessed and evaluated using multiple techniques and broadly-based criteria (SCOTL, 2002) Teaching

assessment is a broad term that includes testing, it is an assessment of whole teaching activity. Effect on teaching is mainly discussed here, which is carried out by formative assessment and summative assessment. Formative assessment of teaching can be carried out by teachers and instructor in site, for example, put questions to students in classroom, give students assignment regularly, a quiz, unit examination, etc. The purpose of assessment is for instructors to find out what changes they might make in teaching methods or style, course organization or content, evaluation and grading procedures, etc., in order to improve student learning (York University, 2002). Summative assessment is to measure learners' achievement. The purpose is to form a judgment about the effectiveness of a course. In our university, each academic term should have a test. We design different assessing ways in general, such as appraisal designs between students, students to teachers, student's self-appraisal, teacher's self-appraisal, enterprise to university. The most important is to react positively to the feedback from all the assessment.

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## CONCLUSION

China's petroleum production industry is flourishing quickly, with increasing interests in communication with foreign countries, versatile persons especially who can grasp foreign language are needed urgently. That needs a good teaching system, English teaching design comes first.

The result of interview on participants from Class A and Class B is that: 80 percent participants said they feel more confident when facing a new challenge of

specialty, they think they are better than other graduates; the feedback on students' working performance after three months is also good.

"1+1" model of English teaching design is just a point by contrast to education. It is a try to design oil-field teaching models in university. It can connect campus and enterprises together. Other countries success in training talents enlighten us that education is a big project, it needs government's support and participate, it needs support from different communities.

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