

A Survey on the Professional Quality of English Teacher in Secondary Vocational Schools

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Abstract:

Teachers' professional quality is an important determinant of teaching quality. So far, many scholars at home and abroad have done a lot of research on teachers' professional development, the structure of teachers' professional quality and the path to improve teachers' professional quality, which are theoretical research. This study selects the public English teachers of secondary vocational schools in Zhuzhou as the research group to carry out the field research from four aspects: Teachers' Morality, Teachers' Knowledge, Teachers' Ability and Teachers' Thinking, so as to provide objective data for the enhancement of the professional quality of English teachers in secondary vocational.

Keywords:

Professional Qualities, Teachers' Morality, Teachers' Knowledge, Teachers' Ability, Teachers' Thinking

1. Introduction

Teachers' professional quality is an important determinant of teaching quality. Therefore, the research on teachers' professional quality can contribute to the improvement of teaching quality. So far, many scholars at home and abroad have done a lot of research on teachers' professional quality [1,2], while they mainly focus on teachers' professional development [3], the structure of teachers' professional quality [4] and the path to improve teachers' professional quality [5], which are theoretical research. Besides, the survey on the professional quality of secondary vocational teachers is not enough. Furthermore, the study on the professional quality of English teachers in secondary vocational schools is rare. However, in recent years, more and more importance of English teaching in vocational schools has been emphasized in our country, which means there is an urgent need for high-quality English teachers [6]. So, it is worthwhile to investigate the current situation of professional quality of English teachers in vocational schools.

This study selects the public English teachers of secondary vocational schools in Zhuzhou as the research group to carry out the field research. 75 full-time English

teachers from four secondary vocational schools in Zhuzhou were selected as the research objects. Questionnaire were used to investigate the following question: What's the overall situation of English teachers' professional quality in Zhuzhou secondary vocational schools?

2. The Structure of PQET in SVSs

Having combed the relevant literature, it is found that "English teachers' professional quality" has been a hot issue at home and abroad [7]. To sum up its contents, it mainly focuses on such two aspects: the connotation and the development.

Firstly, although the investigation of English teachers' professional quality started late, it has always been a hot topic. Based on the expectation of the students and the social role of teachers, the overseas scholars emphasize that foreign language teachers should have profound knowledge quality, the ability to control the classroom and transmit ideas and the excellent personal quality. The domestic research on English teachers' professional quality focuses on the concept, professional knowledge, skills and information literacy of English teachers, with different emphases and combined with the characteristics of excellent foreign language teachers, which provides an investigation angle for the structure of English teachers' professional quality in this paper.

Secondly, the research on professional quality of English teachers at home and abroad has initially formed a theoretical system of "teachers' professional quality", but the research object needs to be expanded. What's more, it is a fact that the regional distribution of education in China is uneven, especially in the distribution of English teachers. Therefore, it is of great practical significance to investigate and study the quality of English teachers in secondary vocational schools in Zhuzhou, whose vocational education is very representative in the central region.

Drawing on the reasonable factors of relevant research results at home and abroad, this study refers to the "Professional Standards for Teachers in Secondary Vocational Schools (Trial) [8]", and then holds that English teachers' professional quality is composed of 4 dimensions (13 items included) [9]. A structure to investigate the current situation of English teachers' professional quality in secondary vocational schools in Zhuzhou. (As shown in Table 1)

Table 1. The Structure of PQET in SVSs.

| | | |
|------------------------|---|---|
| Teacher's morality(TM) | Cognition and understanding (CU) | Position cognition (PC) |
| | | Discipline belief(DB) |
| | Emotion and behavior(EB) | Teacher's love(TL) |
| | Will and belief(WB) | Self-belief(SB) |
| Teacher' knowledge(TK) | Subject knowledge(SK) | Educational concept(EC) |
| | | Basic knowledge of English language(BK) |
| | | Higher level knowledge of English(HK) |
| | Education knowledge(EK) | English knowledge related to the major(RMB) |
| | | Ideological and moral knowledge(IMK) |
| | Educational technology knowledge(ETK) | |

| | | |
|---|----------------------------------|--|
| | Practical knowledge(PK) | Interpersonal knowledge(TIK) |
| | | Strategic knowledge(TSK) |
| Teachers' ability(TA) | Teaching design ability(TDA) | Teaching design elements(TDE) |
| | | Teaching objectives(TOA) |
| | | Integration of teaching content(TCI) |
| | | optimization the teaching process(TPO) |
| | Teaching practice ability(TPA) | Teaching basic skills(TBS) |
| | | Teaching tact(Tt) |
| | | Informationalized teaching ability (TIO) |
| | | Teaching Implementation(TI) |
| | Teaching management ability(TMA) | Teaching monitoring ability(MTA) |
| | | Implementation of Teaching plan(TPMA) |
| | | Teaching organization (TOMA) |
| | Teaching research ability(TRA) | Teaching quality management (TQMA) |
| | | Papers and projects(PP) |
| | | Literature Reading(LS) |
| | Data Processing ability(DPA) | Thinking |
| Controlling learning process and learning effect(LP/LC) | | |
| Adjusting teaching pace and methods(TP/TM) | | |
| Teachers' thinking(TT) | Teaching reflection(TR) | Reflection on teaching practice(TPR) |
| | Career planning(CP) | Critical thinking(CT) |
| | | |
| | | Career growth(CG) |

3. Analysis

3.1. The Overall situation of PQET in SVSs in Zhuzhou

As for the basic information of the sample, this paper analyzes the demographic information of the respondents, such as gender, age, teaching experience, professional title, education background (in the first part of the TQ). It provides the basis for the objective evaluation of this research. The analysis of the basic situation of teachers is as follows.

Table 2. Demographic information of English teachers in SVS in Zhuzhou.

| | | Numbers | Frequency (%) |
|--------|---------------------|---------|---------------|
| Title | Professor | 8 | 10.7 |
| | Associate professor | 21 | 28.0 |
| | Lecturer | 27 | 36.0 |
| | Assistant lecturer | 11 | 14.67 |
| | Others | 6 | 8.0 |
| | Non | 8 | 10.7 |
| Degree | Junior college | 3 | 4.0 |
| | undergraduate | 50 | 66.7 |
| | Postgraduate | 22 | 29.3 |
| | Doctor | 0 | 0 |

| | | | |
|---------------------|-------|----|-------|
| Age | ≦ 30 | 16 | 21.3 |
| | 31-40 | 25 | 33.3 |
| | 41-50 | 19 | 25.3 |
| | ≧ 50 | 15 | 20.0 |
| Teacher Certificate | Yes | 73 | 97.33 |
| | No | 2 | 2.7 |

Public English course is a compulsory course in the curriculum system of secondary vocational schools. On the whole, the proportion of English teachers' positions in the four secondary vocational schools in Zhuzhou meets the teaching needs. The questionnaire designed in this study is to learn the basic situation of secondary vocational English teachers from the six aspects of gender, age, professional title, education background, professional qualification and work experience. From the Table 2, we can see the basic quality of Public English teachers in Zhuzhou secondary vocational schools has reached the standard. For example, 64% of English teachers have the title of lecturer or above. 96% have bachelor's degree or above. The age distribution is relatively uniform. 97.33% have English teacher certificate. This means that there is an excellent foundation for the teaching quality in Zhuzhou secondary vocational schools, which is gratifying.

Meanwhile, there are also invisible but far-reaching problems, such as gender. At present, there are 75 public English teachers in these four schools, but only 4 male teachers (Table 3).

Table 3. Sex ratio of English teachers in SVS in Zhuzhou.

| | | Numbers | Frequency (%) |
|--------|--------|---------|---------------|
| Gender | male | 4 | 5.3 |
| | female | 71 | 94.7 |

There is a significant difference in the proportion of male and female teachers.

The thinking difference between men and women determines the necessity of communication between men and women, which is not exception for the teachers. Students in secondary vocational schools are lack of interest in learning English, what's worse, their learning ability is poor, which pushed our English teachers to be more creative during the teaching. And English teaching reform need different thinking. Therefore, it is necessary to explore how to achieve the gender balance of English teachers and promote the reform of English teaching. There is qualitative research and anecdotal evidence that points to changes in behaviour and environment when the gender balance improves significantly. Therefore, schools and educational administrative departments at all levels should pay more attention to the professional development of women teachers, and create a more suitable environment to attract men teachers so as to achieve the balance of gender ratio.

In addition, there is an imbalance in the proportion of English teachers' age, professional title and educational background. The data are shown in the Figure 1.

The proportion of English teachers with professional titles is unreasonable and there are few teachers with postgraduate qualifications, which means these schools lack high-level talents. Education background and professional title are the biggest motivation for teachers to improve themselves. The data in Figure 1 shows that there is a large space to improve the educational level and professional title level of English teachers in Zhuzhou secondary vocational schools. So the reform of teachers' incentive system in Zhuzhou secondary vocational schools is bound to be carried out.

Figure 1. The Comparison of Age, Education Background and Professional title.

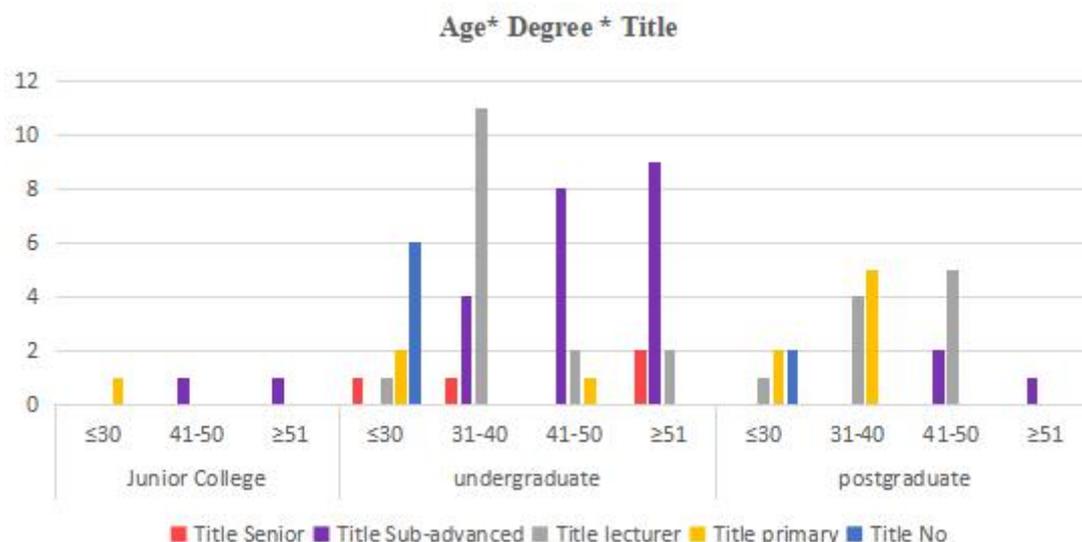


Table 4. The Proportion of Administrative Part-time English teachers.

| | | Frequency | Percent (%) | Effective percentage (%) | Cumulative percentage (%) |
|-------------------------|-------|-----------|-------------|--------------------------|---------------------------|
| Executive or full time? | Yes | 11 | 14.7 | 14.7 | 14.7 |
| | No | 64 | 85.3 | 85.3 | 100.0 |
| | Total | 75 | 100.0 | 100.0 | |

From the Table 4, it can be seen that the phenomenon of part-time administrators among English teachers in Zhuzhou secondary vocational schools is common. In the survey, there are two reasons worthy of attention; one is the unstable enrollment of private secondary vocational schools. The teachers have no class and have to engage in administrative work; the other part, because of the “five-year system”, some secondary vocational schools increase the class hours of basic courses such as Chinese, mathematics, English. The English teachers’ tasks become so heavy that they have to borrow administrative teachers to take part-time courses. No matter what the above reasons are, the non full-time teachers are against the guarantee of teaching quality in a sense. The heavy and trivial administrative work needs so much energy that the preparation for class and follow-up will be greatly discounted. Therefore, in order to improve the overall quality of English Teaching in Zhuzhou secondary vocational schools, it is necessary to strengthen the professional quality of part-time English teachers and to work on the perfection of the assessment and incentive system.

Table 5. The Enterprise Experience of English Teachers.

| | | Frequency | Percent (%) | Effective percentage (%) | Cumulative percentage (%) |
|-----------------------|---------------------|-----------|-------------|--------------------------|---------------------------|
| Enterprise Experience | Yes | 14 | 18.7 | 18.7 | 18.7 |
| | short time training | 11 | 14.7 | 14.7 | 33.3 |
| | No | 50 | 66.7 | 66.7 | 100.0 |
| | Total | 75 | 100.0 | 100.0 | |

As for whether teachers have work experience in enterprises, it can be seen from Figure 5 that there are some problems. Teachers in vocational schools are required to obtain the “double qualification” and to have practice time every year. According to

the survey, nearly 66.7% of teachers have no any experience about working in the enterprise. The main reason that vocational education is different from general education is that the former should cultivate students' professional quality in the process of education and teaching. However, most of the vocational schools teachers are from school to school. They don't know much about employment oriented vocational education, which undoubtedly will lead to the lack of channels for students to improve their professional quality. Therefore, encouraging teachers to enter enterprises and to go down to different grass-roots units is the main way to improve the comprehensive quality of Public English teachers in Zhuzhou secondary vocational schools, and firmly take the growth path of application-oriented and practical teaching.

3.2. The Quality of Teachers' Morality

"Teacher's morality" is the most basic quality of teachers, and the soul of educators. Many educators and national leaders have made brilliant exposition on the issue of teachers' morality. In this study, we investigate the "teachers' morality" of English teachers in Zhuzhou City from 3 aspects: Cognition and Understanding(CU), Emotion and Behavior(EB), Will and Belief(WB).

Table 6. The "CU" of English teachers in Zhuzhou Vocational Schools.

| | | Frequency (%) |
|--|--|---------------|
| the laws or policies related to education and vocational education | A.to read it carefully | 25.3 |
| | B.to know something | 56.0 |
| | C.to learn something from some colleagues occasionally | 13.3 |
| | D.to know nothing | 5.3 |
| Total | | 100.0 |
| Why do you become a teacher in SVS? | A. Vocational education has a bright future. | 25.3 |
| | B. The income is Okay. | 0 |
| | C. The position is stable and free. | 41.3 |
| | D. I don't know. | 33.3 |
| Total | | 100.0 |
| The English Curriculum standards (2020) | A. to read it carefully | 20.0 |
| | B. to know something in the training | 49.3 |
| | C. to learn something from colleagues | 14.7 |
| | D. to know nothing | 16.0 |
| Total | | 100.0 |

The data in Table 6 reflect the English teachers' self-assessment about the CU in SVS in Zhuzhou. According to the frequency analysis in SPSS, their cognition for the teaching posts is only superficial(Item 1 in the TQ). For example, only 25.3% of the teachers have seriously understood the laws and policies which related to the bottom line of their workplace rules; or only 25.3% of the teachers really love vocational education (Item 2 in the TQ). The most of them becoming a vocational education teacher is only a passive choice. Third, for the latest English curriculum standards which is the direction and guidelines for English teaching (Item 3 in the TQ), only 20% of the teachers read it carefully and 16% of the teachers know nothing. The results show that some secondary vocational English teachers have problems in their CU. Through further investigation, the reasons are summarized as follows: (1) the social status of secondary vocational school teachers is not high, although the country has repeatedly stressed the importance of vocational education for national development and people's harmony,from the perspective of both society and the

teachers themselves, the vocational education is despised, especially secondary vocational education. (2) the vocational schools teachers don't attach great importance to education laws and regulations and even think that education has little to do with laws; Moreover, the promotion of English teaching standards by schools and education authorities is not enough. English teachers are only busy with the daily teaching task instead of paying attention to the teaching development.

Table 7. The "EB" of English teachers in Zhuzhou Vocational Schools.

| | | Frequency (%) | Cumulative percentage (%) |
|---|---|---------------|---------------------------|
| The relationship between you and students | A. life mentor and wandering children | 21.3 | 21.3 |
| | B. language performer and speech observer | 24.0 | 45.3 |
| | C. managers and employees | 0 | 45.3 |
| | D. an equal communication | 54.7 | 100.0 |
| Total | | 100.0 | |

The relationship between teachers and students and the teachers' self-cognition have a great influence on teachers' teaching practice because the cognition of teacher-student relationship determines teachers' attitude towards students, and thus determines teachers' design and practice of this course. Teachers' self-cognition is related to teachers' self-confidence and teaching style, which will affect students' interest and enthusiasm for the course. From Table 7, all teachers have a clear understanding of the relationship between teachers and students (Item 5 in the TQ). 54.7% of teachers thought it was "equal status". 24% thought it was "language demonstration" and 21.33% thought it was "education guidance". This means that English teachers in Zhuzhou secondary vocational schools can clearly define their respective roles and practice in the process of English teaching.

Table 8. The "WB" of English teachers in Zhuzhou Vocational Schools.

| | | Frequency (%) | Cumulative percentage (%) |
|--------------------------|--|---------------|---------------------------|
| The views you agree with | A. seize the opportunity to earn extra money | 6.7 | 6.7 |
| | B. Students are difficult to manage | 17.3 | 24.0 |
| | C. Teachers have no sense of achievement | 16.0 | 40.0 |
| | D. I hope to bring hope to the children. | 60.0 | 100.0 |
| Total | | 100 | |
| The type of teachers | A. Rational type; | 16.0 | 16.0 |
| | B. Emotional teaching. | 52.0 | 68.0 |
| | C. Humorous. | 17.3 | 85.3 |
| | D. I don't know. | 14.7 | 100.0 |
| Total | | 100.0 | |

As for English teachers' professional will and belief (WB), the survey mainly starts from two aspects: educational belief and self-awareness. Firstly, about the

understanding of secondary vocational education (Item 6 in the TQ), it can be seen from the Table 8 that 60% of teachers are optimistic, hoping to bring hope to students. But we can not ignore the number of teachers who choose A, B and C. 40% of the teachers have a biased understanding of vocational education and vocational school students. This pessimistic mood and stereotype deserve the extensive attention of the secondary vocational school education authorities and the society. How to stimulate the internal force of vocational education and how to make the secondary vocational education receive social fairness and justice? The measure should not stay in the compulsory quota of “high school entrance examination students diversion”, but let students, parents and society actively choose vocational education. Secondly, as for teachers’ self-awareness, the survey found that 14.7% of teachers are not clear about the self-awareness, which means that these teachers have not formed a stable teaching style.

The survey results above indicate that the professional quality of English teachers in Zhuzhou secondary vocational schools has a certain foundation, which is a blessing for secondary vocational English teaching, but there is a lot of room for improvement, such as the in-depth interpretation for secondary vocational teaching objectives and the further discussion for secondary vocational English teaching standards. Teachers’ morality is the foundation of teachers and the fundamental reason why teachers are praised as “the most glorious cause under the sun”. As the primary dimension of teachers’ professional quality, it directly determines the rationality and investment of teachers’ educational behavior and plays a leading role in other aspects of teachers’ professional quality.

3.3. *The Quality of Teachers’ Knowledge*

Teacher knowledge is an important part of ETPQ. Teachers’ knowledge must reflect the uniqueness of teaching as a special profession. Teachers’ knowledge is not only the necessary intellectual resources for teachers to engage in teaching activities, but also directly determines the professional level of teachers. Since the early 1980s, the connotation of teachers’ knowledge has been expanding. In 1987, Schulman, chairman of Carnegie Foundation, a famous educator and professor of Stanford University, held that teacher knowledge can be divided into seven categories: subject knowledge, general teaching method knowledge, curriculum knowledge, subject teaching knowledge, learners and their special knowledge, educational background knowledge, educational objectives and values, knowledge of philosophy and historical background, etc. Generally speaking, the knowledge structure of teachers’ professional quality is mainly composed of teachers’ systematic professional knowledge and educational practice knowledge. In this study, we mainly investigate the “teacher knowledge” of English teachers in Zhuzhou secondary vocational schools through three modules: subject knowledge (SK), educational knowledge (EK) and practical knowledge (PK).

Table 9. *The SK of English teachers in Zhuzhou Vocational Schools.*

| | | | Frequency (%) |
|-----------------|--------------------------|---------------------------|---------------|
| Basic knowledge | vocabulary | ≥ 6000 | 80.0 |
| | Pronunciation intonation | Fairly standard or better | 100.0 |
| | Oral English | Beautiful or better | 97.3 |
| | English grammar | Good or better | 80.0 |
| | English reading | Good or better | 88.0 |

| | | | |
|-------------------------------------|---------------------------------|---|------|
| | English writing and translating | Good or better | 98.7 |
| Higher level English knowledge | | A. Second Language Acquisition | 22.7 |
| | | B. Cross-culture Communication | 32.0 |
| | | C. Western culture | 24.0 |
| | | D.Linguistic language | 21.3 |
| The deficiency of related knowledge | | A. Basic language knowledge | 8.0 |
| | | B. Professional knowledge of English | 18.7 |
| | | C. language related to specialty | 52.0 |
| | | D. Interdisciplinary general cultural knowledge | 21.3 |

First of all, we know subject knowledge is the basis for teachers to engage in professional practice. The reason why they are called English teachers is that they have the professional knowledge of English subjects that other teachers, such as Chinese and mathematics, do not have. Only with a certain level of professional knowledge can teachers carry out effective teaching. With the development of science and culture and the renewal of knowledge, it is more necessary for teachers to understand the latest achievements and development trend of their own major, to explore the knowledge of some adjacent disciplines, to optimize the knowledge structure in order to meet the students' extensive thirst for knowledge.

From the questionnaire on the subject professional knowledge of English teachers in Zhuzhou secondary vocational schools (Item 9 in the TQ), we first clearly see that teachers are generally satisfied with their professional knowledge, and think that their basic knowledge of English language can be fully competent for public English Teaching in secondary vocational schools, as shown in table 4.6. 80% of the teachers believe that their vocabulary is more than 6000; 100% of the teachers hold that their English intonation is very standard, 97.3% of the teachers consider that their oral English is very fluent and beautiful; 80% of the teachers have the opinion that their grammar knowledge is solid; 88% of the teachers estimate that their English reading ability is very strong, 98.7% of the teachers suppose that their English writing and translation ability is excellent. This is a good thing for the quality of English Teaching in secondary vocational schools.

On the other side, it can be seen clearly that the English teachers don't master high-level English knowledge well (Item 10 in the TQ). Only 22.67% of teachers are involved in second language acquisition, 32% in cross-cultural communication, 24% in British and American cultural background, and 21.33% in foreign linguistics. Less than 40% of the teachers know about the high-level knowledge of English. This grim data deserves attention. The third item (Item 11 in the TQ) on "English knowledge combined with majors" reflects that the English knowledge related to the students' major is insufficient. The situation is not ideal in secondary vocational schools. English teaching can not only start from the basic knowledge of English language in secondary vocational schools because English listening, speaking, reading and writing training is the basic means, but the cultivation of English thinking and rational outlook is the training goal. It is the special mission of secondary vocational English

teachers to open a new door for the secondary vocational students whose world outlook, outlook on life and values are still in a state of confusion.

To be a good teacher, we should not only have a solid structure of professional knowledge, but also have educational knowledge, like pedagogy and psychology. As a vocational school English teacher, the mastery of educational knowledge is more demanding. This survey mainly investigates the educational knowledge of English teachers from two aspects: ideological and moral knowledge and educational technology knowledge. Knowledge is the foundation, and teachers should have a series of knowledge so that they can apply them to the teaching practice flexibly.

For the first aspect, the study sets two questions, namely, “what do you think is the most important thing for the cultivation of students in secondary vocational schools?” (Item 12 in the TQ); and “how do you understand the current curriculum ideological and political education?” (Item 13 in the TQ) The statistics are shown below.

Table 10. *The EK of English Teachers in Zhuzhou Vocational Schools.*

| | | Frequency (%) |
|---|--|---------------|
| the most important knowledge to teach for the students in SVS | A. text book | 4.0 |
| | B. Professional skills | 42.7 |
| | C. Cultural literacy | 20.0 |
| | D. moral character | 33.3 |
| Total | | 100.0 |
| Ideological and Political Theories teaching in All Courses | A. “teaching and educating”. | 17.3 |
| | B. current affairs and politics | 4.0 |
| | C. To excavate the ideological and political elements from the text book | 72.0 |
| | D. It is far fetched in English class. | 6.7 |
| Total | | 100.0 |

The statistics in Table 10 show that 72% of English teachers are very clear about “Ideological and Political Theories teaching in All Courses”, but in the process of teaching, only 33.3% of teachers put the cultivation of moral character in an important position, which means that there is no organic unity between “known” and “to do” of English teachers in Zhuzhou SVSs. The English teachers know that “Ideological and Political Theories teaching in All Courses” is very important to cultivate students' moral quality, but in practice, they will ignore the penetration in the classroom and regard the completion of text explanation and professional knowledge exercise as the whole content of the classroom. As a matter of fact, public courses undertake the task of educating all staff in secondary vocational schools, and it is the most powerful position for practicing “‘San Quan’ Education System”. “San Quan” means to educate people, full of cultivating and educating. Therefore, the education authorities in Zhuzhou should focus on promoting the “Ideological and Political Theories teaching in All Courses” in the future so as to build a collaborative effect of the whole curriculum education of public courses.

For the second aspect, the study designed six questions, which includes three perspectives: teachers’ information literacy, teaching process knowledge and teacher evaluation. The statistics are shown in Table 11.

Table 11. *The Information Literacy of English Teachers.*

| Frequently-used software | Numbers | Frequency (%) |
|--------------------------|---------|---------------|
| office software | 67 | 89.3 |

| | | |
|---------------------------|----|-------|
| Screen recording software | 42 | 56 |
| Fun dubbing | 41 | 54.7 |
| Bai Ci Zhan | 35 | 46.7 |
| Himalaya | 23 | 30.7 |
| Mind Map | 21 | 28.0 |
| Format Factory | 20 | 26.7 |
| Shanbay Word | 15 | 20.0 |
| Video Software | 13 | 17.3 |
| Vlog | 10 | 13.3 |
| quizlet | 8 | 10.7 |
| Corel Video Studio | 8 | 10.7 |
| PS | 7 | 9.3 |
| Others | 2 | 2.7 |
| Total | 75 | 416.0 |

Education informatization literacy is the key content of teachers' educational knowledge. It can be seen from the data in Table 11 that it is common for English teachers to apply information technology to English teaching (Item 14 in the TQ). According to the statistics, more than 50% of them will use software such as Office Software, Fun Dubbing and Screen Recording software to assist teaching, which means secondary vocational English teachers have the awareness of teaching informatization, but their mastery of the informatization platform is not extensive enough.

Teachers are required to use the information technology in teaching, but how do they evaluate it in actual teaching? This research conducted an in-depth investigation in the aspect of teaching informatization, and set the topic: what do you think of the effect of using information technology in Secondary Vocational English teaching? (Item 15 in the TQ)

Table 12. *The Information Literacy of English Teachers.*

| | | Frequency (%) |
|---|--------------------------------------|---------------|
| the necessity to use information technology | A. The effect is remarkable. | 53.3 |
| | B. The efficiency was not very good. | 42.7 |
| | C. available or not | 4 |
| | D. invalid | 0 |

From Table 12, it can be observed that 42.7% of the teachers are pessimistic about the application of information technology in teaching and even 4% of the teachers think that the application of information technology in Secondary Vocational English teaching is dispensable. As we all know, in the network multimedia environment, the task of teachers has changed into the Autonomous learning stage. We should help students make use of various network resources to find their own information materials and master the Network-based English learning methods. Therefore, mastering modern educational technology knowledge can not only enhance the interest of English teaching, but also guide students to cultivate autonomous learning ability and sustainable development ability through teachers' information literacy.

Table 13. *The Knowledge of the teaching procedure.*

| | | Frequency (%) |
|-----------------------------------|-------------------------------------|---------------|
| Building of the teaching resource | A. Yes, to make use of the software | 42.7 |
| | B. Yes, just by hand | 25.3 |

| | | |
|--|--------------------------------------|-------|
| | C. No, to download from the internet | 29.3 |
| | D. No, textbook is enough | 2.7 |
| Total | | 100.0 |
| What should do after new lesson teaching | A. to summarize | 69.3 |
| | B. to explicit teaching aims | 16.0 |
| | C. to lead in new lesson | 6.7 |
| | D. to drill | 8 |
| Total | | 100 |

As for the knowledge of teaching process, we investigate it from two aspects: the building of teaching resources (Item 16 in the TQ) and the arrangement of teaching process (Item 17 in the TQ). For the teaching resource, the survey results (See Table 13) demonstrate that 42.7% of teachers can make use of the software to build the teaching resource and 25.3% of teachers can build the teaching resource, even if it can only be done by hand, which prove most of English teachers volunteer to enrich the teaching resource. If all English teachers can optimize the teaching resources in various ways like the 70% of the teachers above, the English teaching content will become rich and colorful. But the statistics show that 32% (C & D) of teachers will not take the initiative to construct teaching resources. It is normal for them to download teaching resources directly from the Internet or teach according to books. And during the design of teaching process, 69.3% of the English teachers had clear knowledge of the teaching process, focused on speaking and concluding and had clear teaching ideas, which means nearly seven out of 10 English teachers' ETK (Educational Technology Knowledge) can satisfy teaching needs. In contrast, 22.7% (B & C) of the teachers' choices are confusing. After teaching the new knowledge, their choices are actually "to explicit teaching aims" or "to lead new lesson", which is unreasonable for the teaching chain design. What's worse is that 8% of teachers start mechanical training after the new lesson. There is no doubt that this is a common way of English Teaching in junior and senior high schools, which focuses on the analysis and understanding of language knowledge and ignores the practice of language communication and the cultural nature of language. Thus, we can say 20-30% of the teachers' teaching process knowledge is not perfect.

Table 14. *The Knowledge of the Evaluation.*

| | | Frequency (%) |
|---|---|---------------|
| How do you evaluate your students? | A. academic record | 2.7 |
| | B. learning attitude | 65.3 |
| | C. moral character | 10.7 |
| | D. progress and development | 21.3 |
| Total | | 100.0 |
| The specific way you evaluate your students | A. Always praise and never criticize them | 5.3 |
| | B. mainly praised, criticize accidently | 93.3 |
| | C. mainly criticized, praise accidently | 1.3 |
| | D. Always criticize and never praise them | 0% |
| Total | | 100.0 |

As for the knowledge of teaching evaluation (Table 14), the results of the questionnaire show that the English teachers in Zhuzhou secondary vocational schools

are tolerant (65.3%) and encouraging (93.3%)(Item 18 in the TQ) when they evaluate the students, and they treat students' learning and growth from the perspective of development. This is in line with the basic principles of pedagogy, but whether it can be scientifically and objectively implemented, whether the experience can be popularized and whether it can effectively promote the sustainable development of students are still worth thinking about. The scientific evaluation technology is the definitive means to achieve the purpose of evaluation effectively. The education evaluation methods and technology is just the bridge and ship to achieve the purpose of the evaluation. So the scientific, reasonable, popular and practical evaluation method and technology is the key to the successful implementation of teaching evaluation. As far as the present situation of Zhuzhou vocational education is concerned, it is necessary to study, excavate and create scientific and practical evaluation methods and technologies to improve the quality of education in the future.

Teachers' practical knowledge is the knowledge obtained by teachers' own learning and personal experience, and accumulated through continuous practice and reflection; it is the knowledge teachers use and show in the teaching practice. To a great extent, it guides and even determines teachers' daily teaching behavior. This study investigates English teachers' practical knowledge with two questions, whose statistics are as follows.

Table 15. *The PK of English Teachers in Zhuzhou Vocational Schools.*

| | | Frequency (%) |
|-----------------------------------|---------------------------------------|---------------|
| the dominant position of students | A. Yes, and try to implement it | 77.3 |
| | B. Yes, but I don't know how to do it | 20.0 |
| | C. Disagree but try to do it | 1.3 |
| | D. Neither agree nor do | 1.3 |
| Total | | 100.0 |
| the teaching method | A.The Grammar Translation Method | 14.7 |
| | B.Task-based Language Teaching | 58.7 |
| | C.communicative approach | 12.0 |
| | D.flipped classroom | 14.7 |
| Total | | 100.0 |

From Table 15, it can be seen when asked “to establish the dominant position of students in the classroom, what is your attitude?” (Item 19 in the TQ) , 97.3% of the teachers agree with the opinion, but 20% of the teachers don't know how to do it. This shows that the public English teachers in Zhuzhou secondary vocational schools basically agree with the viewpoint that “students are the main body of the classroom”, but they feel confused in the specific teaching practice. In other words, teachers have difficulties to build up and carry out “giving priority to pupils, teachers as supervisors” . When asked “The most commonly-used teaching approach” (Item 20 in the TQ), 58.7% of the teachers chose the task-based teaching method instead of the “popular” flipped classroom and the grammar translation method prevailing in ordinary middle schools. According to the observation, the data reflects the actual situation of secondary vocational education. Students' initiative learning motivation and self-discipline are not enough to support the flipped classroom based on multimedia. In addition, the grammar translation method, which overemphasizes language knowledge, can not effectively stimulate vocational students' interest in English learning. Therefore, task-based teaching method has become a common teaching method in Secondary Vocational English classroom. The survey data that

97.3% of teachers know the dominant position of students and 58.7% of teachers chose the task-based teaching method that can stimulate students' interest in learning English show that the stock of practical knowledge for secondary vocational English teachers in Zhuzhou can meet the basic needs of teaching, but it is necessary to strengthen and track the effect in the specific practice process. For example, before the course design, the first priority is to analyze the situation of learning, including the hot spots in the eyes of the students. The English teacher should dig out the relationship between these hot spots and learning contents to stimulate students' participation. Moreover, the English teachers should investigate the needs of a society for a certain knowledge module and guide students to accomplish tasks in a stimulate workplace environment so as to enhance the enthusiasm of classroom participation.

In summary, this survey shows that the teachers' knowledge is incomplete. For example, the interdisciplinary knowledge and the higher level of English knowledge is insufficient. Then, the educational knowledge is deficient. Some teachers pay too much attention to the language knowledge and neglect the proper penetration of ideological and political education, which leads to the failure to carry out value cultivation for the secondary vocational students. In addition, the practical application of information means in the secondary vocational English teaching is not high, only 53.33% of teachers estimate that "information + English teaching" has very good effect. Furthermore, lack an objective evaluation system which is easy to be spread. What's more, the practical knowledge remains on the surface. it is found that most of the teachers do not know how to put the student-centered teaching mode into practice. Thus the initiative and creativity of students are ignored.

3.4. The Quality of Teachers' Ability

Teachers' knowledge and ability are the two pillars of teachers as professionals. Foreign language teachers' professional quality is the embodiment of teachers' knowledge and ability. Teachers' ability is generally fed back by language expression ability, education and teaching ability, organization and management ability, self-regulation and self-reflection ability. In addition, teachers should also have the ability of educational research, learning, observing students, innovation and using modern educational technology. According to the actual teaching situation of secondary vocational school teachers in Zhuzhou, this paper investigates the teachers' ability from five aspects: teaching design ability(TDA), teaching practice ability(TPA), teaching management ability(TMA), teaching research ability(TRA) and data processing ability(DPA).

Teaching design ability (TDA) refers to the ability that teachers can determine the teaching objectives according to the principles of education and the cultivation objects, and can plan the teaching process, the teaching content, the teaching organization form, the teaching methods and the teaching means according to students' cognitive structure. The teacher design is the first step to transform teaching principles into teaching activities, and it is also the preliminary planning to achieve teaching objectives. The ability of teaching design determines whether the teaching can be carried out smoothly and whether the teaching is effective. Therefore, the survey of teachers' teaching design ability is the first step of "teachers' ability". The statistics are as follows:

Table 16. *The TDA of English Teachers in Zhuzhou Vocational Schools.*

| Teaching design | Frequency(%) | The Deficiency in teaching design | Frequency (%) |
|--------------------------------|--------------|--|---------------|
| A. Always | 29.3 | A.to pay little attention to students; | 33.3 |
| B.Usually | 60 | B.to select and combine the teaching methods | 42.7 |
| C.Rarely | 9.3 | C.to arrange the teaching process | 10.7 |
| D. Never | 1.3 | D.to deal with the teaching materials | 13.3 |
| Teaching Designing Elements | | | |
| | Frequency(%) | | Frequency (%) |
| A.The key and difficult points | 90.7 | F. Teaching evaluation | 76 |
| B.Teaching methods | 89.3 | G.Homework | 74.7 |
| C.Teaching aims | 88 | H.Teaching content | 70.7 |
| D.Teaching process | 88 | I.the analysis of the students | 68 |
| F.Teaching evaluation | 76 | J.Textbook analysis | 61.3 |

There are three questions about Teachers' Design Ability in the questionnaire, namely, "Do you always do teaching design before class?" (Item 22 in the TQ); "What elements do you think are included in the teaching design?" (Item 23 in the TQ); "What do you think is the biggest deficiency in your teaching design?" (Item 24 in the TQ). It is gratifying that 29.3% of teachers always do teaching design, and 60% of English teachers often do teaching design, but it can not be ignored that 10.66% of teachers seldom or never do teaching design. How do these teachers teach? Why not do teaching design? According to communication and observation, these teachers are generally "experienced" teachers who have been taking public English classes for many years. They think that they are familiar with these courses and need not to do additional teaching design. As we all know, our teaching objects are changing, our teaching environment is changing, and our talent training goal is also constantly improving. If the teaching is just about "being familiar with teaching materials" or "having taught", how boring and backward the class is! Besides, the content of the textbook itself is a summary of existing knowledge. While the application is practical and teachers' view are changing with each passing day, as well the information that the students receive, therefore, the teaching design is a must. Some teachers who have not done teaching design say that "students don't listen to me and even though they listen to what I teach in the class, they can't understand it. So my careful design is meaningless." What the teachers may say is reasonable, but the helplessness and embarrassment of the attitude is bound to directly affect teachers' engagement in the curriculum and their views on students. Therefore, teaching design can not be a dispensable step, but a necessary means to mobilize teachers and students to plan teaching and organization.

For the selection of teaching design factors (Item 23 in the TQ), the data in Table 16 indicate that English teachers' teaching design ability can indulge the teaching needs. According to the proportion of choices, the order from high to low is the key and difficult points of teaching (90.7%), teaching methods (89.3%), teaching objectives (88%), teaching process (88%), teaching activities (85.3%), teaching evaluation (76%), assignment (74.7%), teaching content (70.7%), learning situation analysis (68%), teaching material analysis (61.3%). The result of the survey means that secondary vocational English teachers have clear ideas in the course design, which provides a favorable guarantee for the quality of English teaching.

Next, the statistical results of the next question “what is the biggest deficiency in your teaching design?” (Item 24 in the TQ) show that in the teaching practice, 42.7% of the teachers found that their teaching method selection and combination ability is seriously insufficient. Then, 33.3% of the teachers think that they are lack of ability to study the learning situation of students. 13.3% of the English teachers think their ability to deal with the teaching materials is not enough. 10.7 % of the English teachers think that it is difficult to arrange the teaching process. The data can reflect teachers’ anxiety, so schools should provide targeted platforms to help teachers overcome these difficulties.

The English teachers who undertake the teaching task in secondary vocational schools must have dual abilities, namely, English vocational skills and teaching skills. In other words, the English teachers should not merely be able to teach, but also have to hear and speak naturally, read clearly, write smoothly and translate properly in front of students. Around the practical ability of teachers (TPA), the questionnaire set five questions: the basic teaching skills (TBS), teaching tact (Tt), Information operation ability (TIA,) the implementation of teaching objectives (TI) and Teaching Monitoring ability (MTA) . The statistics are surprising.

As for the basic skills of teaching, the first question is about the teachers’ classroom language (Item 26 in the TQ). The results are as follows:

Table 17. *The TBS of English teachers in SVSs in Zhuzhou.*

| | | Frequency (%) |
|-----------------------------|---|---------------|
| classroom language | A. All in English | 5.3 |
| | B. English first, with Chinese translation | 84.0 |
| | C. Rarely English, with almost all in Chinese | 8.0 |
| | D. All in Chinese | 2.7 |
| Total | | 100.0 |
| The advantaged basic skills | A. Beautiful English blackboard writing | 5.3 |
| | B. Standard English pronunciation | 28.0 |
| | C. Colourful activities | 54.7 |
| | D. Exquisite PPT design | 12.0 |
| Total | | 100.0 |

From Table 16, it should be noted that 84% of the teachers use code-switching, which is in line with the reality of secondary vocational teaching. All-English teaching is too difficult for secondary vocational students. That’s to say, not only does all-English teaching not improve the teaching efficiency, but it can bring great psychological pressure to the students. But there’s no escaping that English teachers are the most important channel for students to contact with English, along with English classroom is the best platform for English immersion. Hence, in English class, teachers should develop the atmosphere to encourage students to speak and use more English in a planned and purposeful way. And with the increase of teaching time, teachers’ classroom language should be mainly in English, assisted by Chinese. Regarding the basic skills of teaching, the data expresses that each teacher has its own advantages. 54.7% of English teachers point out that the ability to design colorful class activities is a benefit, 28% prefer their beautiful and authentic English pronunciation, 12% are proud of their ability for PPT designing and 5.3% pride themselves on their simple and beautiful blackboard writing, which is gratifying for students.

Table 17. *The TI of English teachers in Zhuzhou Vocational Schools.*

| | | Frequency (%) | Cumulative Percentage (%) |
|---------------------|---|---------------|---------------------------|
| teaching objectives | A. basics | 13.3 | 13.3 |
| | B. a guide. | 58.7 | 72.0 |
| | C. difficult to implement the ambiguous goal; | 10.7 | 82.7 |
| | D. a formality | 17.37 | 100.0 |
| Total | | 100.0 | |
| teaching materials | A. I guide students to explore teaching materials | 13.3 | 13.3 |
| | B. Students and I face teaching materials together | 40.0 | 53.3 |
| | C. to ask students to look for answers in textbooks | 41.3 | 94.7 |
| | D. Turn the textbook into common language | 5.3 | 100.0 |
| Total | | 100.0 | |

As to whether the teaching objectives can be implemented during the class, the questionnaire sets two questions, namely, “Can the teaching objectives in the teaching plan be realized in teaching?” (Item 25 in the TQ) and “How do you usually deal with the relationship among teachers, students and teaching materials in class?” (Item 27 in the TQ), whose statistics are displayed in Table 17. 72% of the teachers think that the teaching objectives can be successfully achieved in teaching, but 28% of the teachers’ teaching goal and teaching practice are uncoupled. They either set their goals too general and vague to put them into practice, or they only set their goals for the sake of form without considering implementation. The teaching implementation ability is also reflected by the ability to deal with teaching materials in the classroom (Item 28 in the TQ). The data show that different teachers have different ways to deal with the teaching materials. 41.3% of the teachers polish the teaching materials by asking the students to find the answers. 40% of the English teachers chose to learn and understand the teaching materials together with the students. However, only 13.3% of the teachers dealt with the teaching materials by issuing instructions to guide the students to explore the teaching materials step by step and only 5.3% of the teachers handle the teaching materials by changing the content of the teaching materials into the teacher's language. This conveys that English teachers in secondary vocational schools lack of the consciousness of “heuristic” in teaching practice. Teachers are used to the traditional method “Asking and Answering” to interpret the teaching materials. Without considering the students prepared well or not, the teachers ask questions in the whole class. When the students are at a loss, the teacher begins to ask and answer questions by herself. Such dull teaching design and unattractive teaching process leave students nothing but boring. Additionally, the teacher did not thoroughly study the textbook before class, which stands for that some teachers do not “prepare their students and their teaching materials” in the process of lesson arrangement. In relation to the observation, some teachers even forget what they talked in the last class. This phenomenon of “non-teaching preparing” has laid a deep hidden danger for English classroom teaching. The reasons are as follows: for young teachers, they need practical experience and are not proficient in dealing with the content of teaching materials; for experienced teachers, they have job burnout and lack of “awe” for the classroom and even overlook the new requirements of teaching reform but give up self-development.

The data of TI (Table 17) show that during the teaching process, the English teachers in SVS in Zhuzhou have the ability to complete teaching tasks, but they do not grasp the whole teaching system. In other words, teachers can teach their class, but they are not good at making teaching planning, which will lead to the fragmentation of students' learning.

During teaching, the ability to control the process of classroom teaching with flexibility is named teaching tact (Tt). Teachers' tact is one of the mechanisms to feedback teachers' ability. It requires teachers to insight into the thinking of students sensitively during teaching, adjust the teaching program quickly, take new measures timely and complete the teaching task successfully in order to achieve the expected teaching objectives, and this is not only about the experience, but also involves the teacher' knowledge and other comprehensive abilities. Therefore, this study sets two situational questions to investigate the teacher's tact of English teachers in Zhuzhou secondary vocational schools . One is "In the demonstration class, some students pointed out that there was a mistake in your blackboard writing. What would you do?"(Item 29 in the TQ); The other is "When an English teacher talked about the new word "harmony" in the class, he talked about the spirit of "harmony" in China. One student said that the pursuit of "harmony" would not be able to express their views and personality. Other students also agreed with it, which made the teaching activities deviate from the design. If you were the teacher, what would you do?" (Item 30 in the TQ). The statistics are as follows.

Table 18. *The Tt of English teachers in Zhuzhou Vocational Schools.*

| | | Frequency (%) |
|-------------------------------|---|---------------|
| facing a mistake | A. Ignore it and go on | 2.7 |
| | B. Praise the students for their carefulness | 60.0 |
| | B. to explain confusing words. | 36.0 |
| | D. to apologize to the students and the teachers. | 1.3 |
| Total | | 100.0 |
| Teaching tact about "Harmony" | A. Explain "harmony" in Chinese culture | 10.7 |
| | B. to see the different understanding of harmony | 76.0 |
| | B. to return to classroom teaching | 12.0 |
| | D. Ignore it and continue the class. | 1.3 |
| Total | | 100.0 |

The data in Table 18 show that teachers of Public English course in Zhuzhou secondary vocational school can basically deal with the "random and accidental problems" in teaching, and can quickly adjust the teaching plan and take new measures to achieve the expected teaching purpose. From the Table, we can know 60% of the teachers affirm the students' carefulness at first, and then correct them; 36% of the teachers even start from this error to introduce error prone words and expand the classroom content. Only 4% of teachers are unprepared for emergencies. After further investigation, these 4% of teachers are new teachers, and their ability to deal with class wit needs to be improved in the teaching process. Then, in the face of unexpected arguments in the classroom,76% of teachers will guide students to understand different affairs through the perspective of cross-cultural communication; 22% (A & C) teachers will deal with these arguments positively; Only one teacher (1.3%) takes the way of ignoring and continuing to class to solve the accidental situation in the classroom. This shows that teachers' tact not only needs the support of knowledge reserve, but also needs the foreshadowing of teaching experience.

In a word, the data above(TBS, TI and Tt) can show that the basic teaching skills and teaching tact of English teachers in SVS in Zhuzhou can meet the basic needs of teaching, but the ability to implement teaching according to the teaching design and to achieve teaching objectives needs to be strengthened. The result of the questionnaire survey shows that the teachers' teaching is very casual. There is no overall plan for the rhythm of knowledge explanation, or there is a plan but the implementation is not in place.

Teaching management ability (TMA) is the ability to plan, organize and evaluate the elements of teaching process. A qualified teacher can not only coordinate his or her own teaching plan and teaching practice, but also effectively manage the educational objects to improve the quality of education. Teaching management ability is a process of making full use of the principles and methods of management science and teaching theory, giving full play to the management functions like planning, organization, coordination and control. Coordinate all elements of the teaching process so as to make them operate orderly and improve their efficiency. This study investigates the teaching management ability of English teachers in secondary vocational schools from two aspects: teaching plan management and classroom management. The statistics are shown in the Table 19.

Table 19. *The TMA of English Teachers in Zhuzhou Vocational Schools.*

| | | Frequency (%) | Cumulative Frequency (%) |
|--|---|---------------|--------------------------|
| the activities consistent with the teaching plan | A. Highly consistent | 14.7 | 14.7 |
| | B. Occasionally inconsistent | 76.0 | 90.7 |
| | C. Most of the time they are inconsistent | 6.7 | 97.3 |
| | D. Don't match up | 2.7 | 100.0 |
| Total | | 100.0 | |
| Don't obey the classroom discipline | A. Call him by name and criticize him | 2.7 | 2.7 |
| | B. To remind him by accident | 94.7 | 97.3 |
| | B. Ignore him and continue the class | 2.7 | 100.0 |
| | C. Tell the head teacher to punish him | 0% | 100.0 |
| Total | | 100.0 | |

Table 19 shows the frequency statistics of English teachers' teaching management ability in Zhuzhou secondary vocational schools. The results show that teachers' self-management is generally good. For example, 90.7% of the teachers thought that their teaching activities were consistent with the teaching plan (Item 31 in the TQ). 97.3% of the teachers could make the classroom orderly(Item 32 in the TQ). However, we can not ignore the choice of a few people in this survey because they also have certain representativeness. Firstly, 9.4% of teachers can not effectively implement the teaching plan, which leads to the separation of teaching plan and teaching behavior. Secondly, for the "unruly behaviors in class" during the teaching process, we can notice that this phenomenon is relatively rare in the general education class, but it can be seen everywhere in the SVS class, which requires the English teachers to have

higher classroom teaching management ability to make the teaching smooth and effective.

With the development of society, the development speed of science and engineering or humanities is far beyond people's expectation. As educators under the new situation, they must first recognize the requirements of the situation and improve their teaching and research ability. In view of the complementary relationship between scientific research and teaching, we make a survey on the scientific research of English teachers in SVS in Zhuzhou. Through analyzing descriptive statistics, we have the following results in Table 20.

Table 20. The TRA of English Teachers in Zhuzhou Vocational Schools.

| | | Frequency (%) |
|---------------------------------|--|---------------|
| Papers published | A. Yes, over 5 papers | 13.3 |
| | C. sometimes, 3-5 papers | 37.3 |
| | C. Seldom, 1-2 papers | 33.3 |
| | D. never | 16.0 |
| Total | | 100.0 |
| the latest research frontiers | A. have a comprehensive understanding | 5.3 |
| | B. Only know some aspects | 46.7 |
| | C. I know a little about it | 28.0 |
| | D. don't understand much about it | 20.0 |
| Total | | 100.0 |
| your current research situation | A. no time and energy | 36.0 |
| | B. not made much progress. | 30.7 |
| | C. can not find a suitable research topic. | 30.7 |
| | D. have some good scientific research projects | 2.7 |
| Total | | 100.0 |

The statistics in Table 20 show that many English teachers do not attach importance to scientific research. First of all, the situation of the results about the research practice is investigated (Item 33 in the TQ). 16% of teachers have never published papers, and 33.3% of teachers seldom publish papers. This is very similar to the survey results of Dai Manchun, Yang Zhong, Zhang Shaojie, Xie Jiangwei, Xia Jimei, Li Jie and others on the scientific research situation of English teachers in some specific schools. The average number of papers published by secondary vocational English teachers is small, and the quality is not high. Most of the articles belong to general journals. Secondly, we investigate the research consciousness (Item 34 in the TQ). 20% of the teachers do not know much about the latest research frontiers and 28% of the teachers know something about it; 46.67% of the teachers only know some aspects. These statistics mean that the English teachers ignore the consolidation of theoretical foundation and the improvement of their own cultural literacy. Thirdly, we investigate the reasons why secondary vocational school English teachers' research practice ability and research consciousness are so low (Item 35 in the TQ). 36% of the teachers thought "time and energy" was the biggest problem, and 61.43% of the teachers did not have the scientific research methods and the necessary scientific research ideas. Due to the lack of necessary training in scientific research methods and skills, many English teachers cannot find their own research direction, but rely on experience to teach. They think that doing scientific research is just for promoting their professional titles. Besides, less time for scientific research and poor scientific

research environment is the objective truth. For example, the daily teaching task of full-time teachers is too heavy and almost all of English teachers work as head teachers. Then, there is a lack of scientific research organizers and academic leaders; last but not least, there is also a lack of sense of professional crisis and survival crisis.

Since human entered the era of big data, “data” application has become the mainstream thinking of various industries. Among them, education industry as an important field of big data application, its “data” thinking is almost everywhere. Teachers collect data to judge students’ behavior, thought and even performance. Big data literacy has become an indispensable important literacy in the era of big data. So how about the “data process ability (DPA)” of English teachers in Zhuzhou SVS? This paper set up two questions to investigate it, namely, “Do you know the whole process of teaching information collection?” (Item 36 in the TQ) “What do you think of the whole process of information collection in teaching and learning?” (Item 37 in the TQ). The results of the questionnaire were surprising, which is shown in Table 21.

Table 21. *The DPA of English Teachers in Zhuzhou Vocational Schools.*

| | | Frequency(%) | Accumulated Ratio (%) |
|----------------------------------|--|---------------------|------------------------------|
| About the information collection | A.Very familiar with it and often used it | 13.3 | 13.3 |
| | B.Familiar with it and occasionally used it | 38.7 | 52.0 |
| | C.Familiar with it, but I don’t feel it useful | 9.37 | 61.3 |
| | D.Not yet known | 38.7 | 100.0 |
| Total | | 100.0 | |

First of all, the important role of big data in English teaching is not well understood. 38.7% of vocational school teachers have “not yet understood or contacted” the big data platform; Secondly, the practicality of big data in teaching is not enough. 38.7% of teachers occasionally used it; in addition, 9.37% of teachers think that “there is no actual effect”. This means that the data processing ability of secondary vocational English teachers is not enough to meet the current social requirements of “comprehensive modernization” of vocational education.

To sum up, the survey above presents that there is something to be improved for the Teachers’ Ability of the English teachers in SVS in Zhuzhou. First of all, they are lack of awareness of instructional design. They do not learn the important guiding role of instructional design for effective teaching; in addition, some teachers do not seriously and strictly implement the teaching design in the class. These two points show that the teaching design is either perfunctory or divorced from teaching practice in SVS in Zhuzhou. Secondly, English teachers’ teaching management ability needs to be strengthened because they faced a group of students who consistently make little mistakes and do not like to study. Thirdly, the ability of teaching and research needs to be reinforced. Teaching research is for better teaching. From the process of teaching and research, it can be seen that the teaching innovation of teaching and research ability will greatly improve the teaching effect. Last but not least, in the era of big data, teaching should make full use of various platforms to liberate teachers from repetitive work and have more energy to study students and to study the effective connection between teaching and learning.

2.5. The Quality of Teachers' Thinking

Reflection is a systematic, logical and in-depth thinking activity based on the problems in practice in a certain situation, which is the basic guarantee for improving practice and continuous development [10]. The concept of reflective thinking is of great significance to the development of PQET, especially the improvement of teaching quality, the summary of teaching experience and the self-development. This paper discusses the status quo of reflective thinking of Public English teachers in SVS in Zhuzhou from the perspective of teaching reflection and career planning, and analyzes the reasons so as to provide reference data for the investigation of ETPQ.

First of all, the questionnaire investigated the situation of Teachers' teaching reflection of English teachers in Zhuzhou Vocational Schools from three aspects: "Can you do it?" (Item 38 in the TQ); "Have you done it?" (Item 39 in the TQ) and "how to do it?" (Item 40 in the TQ).

Table 22 . The TR of English Teachers in Zhuzhou Vocational Schools.

| | | Frequency (%) | Cumulative Percentage% |
|---------------------------------|---|---------------|------------------------|
| to reflect actively | A .to adjust the teaching implementation plan | 48.0 | 48.0 |
| | B. to keep up with the other teachers | 37.3 | 85.3 |
| | C. to adjust teaching according to practice | 12.0 | 97.3 |
| | D. I don't know what teaching reflection is | 2.7 | 100.0 |
| Total | | 100.0 | |
| The ability to be strengthened | A. Classroom control ability | 13.3 | 13.3 |
| | B. to mobilize students' enthusiasm | 36.0 | 49.3 |
| | C. Teaching adaptability | 12.0 | 61.3 |
| | D. Information literacy | 38.7 | 100.0 |
| Total | | 100.0 | |
| The provided teaching resources | A.To use directly | 4.0 | 4.0 |
| | B. To modify | 84.0 | 88.0 |
| | C. To Abandon it | 2.7 | 90.7 |
| | D. To quote some good material from it | 9.3 | 100.0 |
| Total | | 100.0 | |
| The cooperation activities | A. Teaching Activities | 80.0 | |
| | B. Various Team Teaching Competitions | 57.3 | |
| | C. Training | 66.7 | |
| | D. Actively Communicate with Peers | 68.0 | |
| Total | | 272.0 | |

The statistical results in Table 22 reveal that 85.3% of teachers will actively reflect on teaching and adjust teaching in time. But 12% of teachers are short of subjective initiative. Another 2.7% of teachers have never made teaching reflection. This is why some teachers have been teaching for several years, but they haven't got better results in teaching. American psychologist Posner put forward the famous formula for teacher growth: $\text{growth} = \text{experience} + \text{reflection}$. If there is no reflection on the problems in daily classroom teaching, it is difficult for teachers to master the ability of

controlling classroom teaching, especially in secondary vocational school. In the survey, when asked “What do you think you need to strengthen in the implementation of English teaching?” The answers with the highest percentage are “mobilizing students’ enthusiasm” (36%) and “information literacy” (38.7%). The data show that most English teachers in SVS are growing up by self-reflection. They expect to improve their English teaching ability to improve the quality of teaching. This kind of feedback can give some helpful suggestions for the school and the education authorities. This study also set up a practical question to investigate teachers’ teaching reflection behavior, which is “How would you deal with the complete teaching resources provided in modern textbooks?” Only 4% of the teachers will copy without consideration, and 96% of the teachers will reflect on the teaching materials in keeping with their own style and their students’ reality, which is something to be thankful for. About the atmosphere of teaching reflection around us, according to the multiple response, English teachers advance their teaching ability through taking part in various teaching cooperation activities. For instance, 80% of teachers wish for carrying out the teaching and research activities in the English teaching team; 57.3% hope for joining in the various teaching competitions; 66.7% desire to participate in the teaching training and 68% want to take the initiative to communicate and discuss with peers. Teaching reflection is an important way for teachers’ progress. Through teaching reflection, we can check whether the teaching objectives are achieved, analyze the deficiencies in teaching, record the confusion in teaching and find out whether a certain teaching behavior is suitable for students. The statistical results above can provide objective reference for Zhuzhou secondary vocational schools and Zhuzhou education management department in the aspect of teachers’ teaching reflection management.

Table 23. *The CP of English Teachers in Zhuzhou Vocational Schools.*

| | | Frequency (%) |
|----------------------------------|--|---------------|
| To do further education actively | A. No, it's too tired to go to work. | 6.7 |
| | B. Yes, have to give the students a drop of water | 57.3 |
| | C. I want to learn, but I don't have time | 14.7 |
| To improve your English | C. Occasionally, but not persistently | 21.3 |
| | A. Lectures and training | 70.7 |
| | B. Educational upgrade | 45.3 |
| | C. self-learning | 64.0 |
| | D. competition | 24.0 |
| The English teacher training | E.others | 8.0 |
| | A. Observation and exchange of high quality courses | 89.3 |
| | B. English teaching and training by foreign teachers | 68 |
| | C. Special training in the form of online courses | 61.3 |
| | D. Exchange with colleagues | 58.7 |
| | E. Expert lecture | 57.3 |
| | F. Others | 4.0 |

As for teachers’ career planning, in the survey, when asked, “Will you take advantage of your spare time to actively learn materials about English show teaching?” (Item 42 in the TQ). The survey data disclose that only 57.3% of English

teachers will take the initiative to do the further education. 36% of English teachers have desire to learn further, but they are distracted by too many trifles so that they have no time or even no persistence. The multiple responses of the Item 43 and Item 44 in the list are optimistic, which implies the teachers did not give up self-improvement. Although they could not achieve the improvement by active learning, they hope that schools or education authorities can provide various platforms to help them improve themselves, such as attending the professional lectures and training (70.0%), educational upgrade (45.3), self-learning (64%) and competition (24%). The most popular form of training is the observation and exchange of high quality courses (89.3%), English teaching and training by foreign teachers (68%) and special training in the form of online courses (61.3%) as shown in Table 23.

The two groups of data above demonstrate that teachers have a strong sense of self reflection and self-growth, but they are not self-disciplined enough. It is a signal to schools and education authorities, who can serve more targeted platforms and paths to help teachers' sustainable growth.

4. Conclusions

The frequency analysis made by SPSS show that the English teachers' educational background and teachers' qualification meet the needs of teaching. And their professional ethics, emotion and will are good. In addition, their basic knowledge of discipline is solid and the educational technology knowledge satisfy the demand. What's more, their teaching practice ability is brilliant. But the following problems need to be improved: a. The gender ratio of English teachers in secondary vocational schools in Zhuzhou is unbalanced; the proportion of professors for middle and young teachers is low and the practice experience in enterprises is insufficient; b. English teachers have incomplete understanding for the training objectives of secondary vocational students, and they do not have a good understanding for the teaching standards of secondary vocational English; c. The knowledge reserve of the English teachers is single, the higher English subject knowledge and the knowledge related to students' specialty needs to be expanded; the idea of "Ideological and Political Theories teaching in All Courses" only stays in the theoretical aspects; the teaching practical knowledge on "students as the center and teachers as the guides" needs to be further studied. d. The English teachers' ability about teaching design, teaching management and teaching research ability need to be strengthened. e. The teaching reflection of teachers is not deep enough.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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