

An Experimental Study on Career Experiential Teaching Mode for English Major Freshmen in Application-Oriented Colleges

Jingjing Tian¹

¹ School of Foreign Languages, Guangzhou College of Commerce, Guangzhou, China

Correspondence: Jingjing Tian, School of Foreign Languages, Guangzhou College of Commerce, Number 300 Zhizhi Avenue, Huangpu District, Guangzhou City, Guangdong Province, China. E-mail: 34277815@qq.com

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Abstract

To meet the demands of the market and society, application-oriented colleges must align their teaching with the real professional world, emphasizing the linkage with industry and actively engaging in career experiential teaching. This study aims to construct a career experiential teaching mode specifically tailored for English majors. After successfully constructing such a model, the author conducted an experimental study targeting freshmen majoring in English to assess its effectiveness in enhancing their career readiness and overall development. The participants were English major freshmen from the Class of 2022 at Guangzhou College of Commerce, enrolled in an Orientation course specifically designed to incorporate the experiential teaching model. After thoroughly analyzing questionnaire responses and students' training reports, the author discovered that students participating in the career experiential teaching mode exhibited greater engagement, motivation, and satisfaction with their learning experience. Furthermore, they demonstrated a deeper understanding of career-related concepts, improved practical skills, and comprehensive ability development. Therefore, it is concluded that this career experiential teaching mode effectively prepares students for successful careers and enhances their overall capabilities. This research adds empirical evidence to the existing knowledge base regarding the benefits of integrating career experiential teaching into higher education, providing valuable insights for educators to adopt in preparing students for a smooth transition into the workforce.

Keywords: freshmen of English majors, career experiential practice, vocational knowledge and skills

1. Introduction

The fundamental positioning of application-oriented undergraduate colleges is to serve the local economy and foster practical talents. According to Wang Qinglin's (2013) proposal, these colleges should establish application-driven training objectives and a professional structure aligned with social demands. This involves creating a collaborative learning-research platform and implementing a practical teaching system. The focus is on innovating teaching methodologies and talent development modes, with professional and comprehensive ability training forming the curriculum's core. The English professionals developed by these colleges must possess not only humanistic qualities but also practical application skills to meet real-world demands. Li Haihong (2017) emphasized that English major talent development should align with societal needs and support regional economic growth. The training approach should be scientific, innovative, and supportive of the talent development goals. Evidently, application-oriented undergraduate colleges prioritize the cultivation of professional, application, and practical abilities.

To cultivate applied talents and facilitate the transition of students from academic to professional settings, career experiential and practical teaching hold immense significance in application-oriented colleges. Primarily, career experiential teaching exposes students to the professional realm, offering a preview of professional content before employment. This is a crucial step in preventing mismatches in the talent market. Furthermore, career experiential teaching not only enhances students' comprehension of professional knowledge but also equips them with the ability to apply their acquired knowledge in practical settings. Career experiential teaching not only

cultivates their professional and practical abilities but also boosts their employment competitiveness. Ultimately, career experiential teaching fosters professional awareness, facilitates the selection of career paths, establishes clear career development directions, and enhances career adaptability among undergraduate college students, thereby preparing them for successful transitions into the professional world.

Given the critical importance of career experiential teaching in students' success, there's an urgent need to develop a career experiential teaching model. The objective of this study is to devise, implement, and evaluate such a model. Through this process, this study aims to assess the effectiveness of the proposed career experiential teaching model, thereby exploring the benefits of integrating it into higher education.

2. Research on Career Experiential Teaching at Home and Abroad

Foreign researchers have emphasized the significance of career experiential teaching. John J. Clayton (1981) advocated that seeing the work students do in English as connected to the work they plan to do after graduation should enrich both their study and their working lives. Teachers, therefore, must demonstrate how to establish linkages between their English studies and their entry into a career or pre-professional program. Bay, Jennifer (2006) has argued that college English educators need to develop their internship practice to meet the needs of their students, which will require a great deal of theorization and research on experiential learning. Furthermore, several researchers have delved into the theoretical and practical applications of career experiential teaching. Guile, David, and Griffiths, Toni (2001) have analyzed how students learn and achieve progress through work experience, proposing a connective model that highlights how work experience can enable students to take explicit account of the learning that occurs within and between the different contexts of education and work. Freeman, Edward (2012) has researched the design and implementation of a career orientation course that can increase students' awareness of potential careers following their undergraduate studies. Kitchen, Veronica (2022) has conducted a two-year study exploring students' perspectives on learning from short in-class games and simulations, revealing that these engaging activities effectively prepare students for internships, exchanges, and other experiential learning opportunities.

Many domestic researchers have designed a variety of teaching methods and used different teaching modes to study career experiential teaching. Liu Ziting (2012) advocated that higher vocational colleges ought to implement a structured career experiential education encompassing various stages like "pre-enrollment", "after-school activities," "winter and summer breaks," and "practical instruction." This approach would enable students to gradually fulfill the comprehensive quality standards of related industries and professions throughout their academic journey, thereby establishing a solid foundation for their transition from students to professionals and ultimately enhancing their employment prospects. Wang Yao (2013) emphasized the significance of career experiential education as a crucial approach to career planning and employment guidance in higher vocational colleges. He delved into the specific methods and strategies of implementing such education, encompassing its conceptual framework and functionalities, pre-admission experiential engagement, post-school experiential activities, and the pursuit of professional career experiential opportunities. Responding to the demands of practical teaching for logistics majors in higher vocational colleges, Zhang Xuebin (2015) explored and implemented a career experiential teaching mode specifically tailored for freshman students of logistics management. He researched and outlined the general operational process of this teaching model, further validating the positive impact of freshman career experiential practice in nurturing talents in the field of logistics management. Based on the concept of vocational experience education, Liu Huaping (2017) explored a career experiential teaching mode from the following aspects: the design of English occupational tasks, classroom language instruction centered around professional assignments, guiding students' extracurricular professional experiences aligned with these tasks, and the creation of language works tailored to specific professions. This comprehensive approach aims to offer fresh perspectives for the reform of English teaching in higher vocational colleges. Zhimin Yi (2018) conducted a study on the establishment of an experiential teaching framework for career planning among application-oriented undergraduate students, aiming to contribute valuable insights and references for the advancement of this endeavor. Zhang Xuebin (2020) devised a "four-stakeholder, six-stage" career experiential teaching mode specifically for freshmen in higher vocational colleges. This model seamlessly integrates the collaborative efforts of four key stakeholders: freshmen, teachers, enterprises, and schools. It encompasses six interconnected stages: information gathering, planning, decision-making, implementation, inspection, and evaluation. By implementing this model among freshman logistics management majors at Chongqing Three Gorges Vocational School, Zhang validated its effectiveness in supporting the teaching of career experiential courses for higher vocational freshmen. Utilizing virtual reality technology, Cai Huaxing (2023) successfully integrated the role-playing experiential teaching approach into the practical instruction of TCM medical records. By offering students an immersive role-playing experience within a virtual reality setting,

Cai facilitated their physical and mental engagement, fostering a profound sense of career mission.

Upon conducting a literature review on career experiential teaching, the author identifies several key issues: (1) While researchers have primarily focused on the vocational experience system, the scope of their inquiries remains broad, lacking specific frameworks for teaching modes and detailed implementation strategies. (2) Notably, the majority of career experiential teaching studies center around students in higher vocational colleges, with scant attention paid to those in applied undergraduate institutions. (3) Additionally, there is a significant scarcity of research exploring career experiential teaching practices for English majors. Given these gaps, it is imperative to delve into the design and implementation of career experiential teaching specifically tailored for English major freshmen in applied undergraduate colleges.

3. Research Methodology

This paper aims to devise a novel teaching mode for career experiential practice and evaluate its influence on students' academic achievements and professional preparedness. Consequently, it primarily explores two research questions: (1) How can teachers establish a teaching mode for career experiential practice tailored to English major freshmen, encompassing teaching objectives, methodologies, content modules, and an evaluation framework? (2) How does this career experiential teaching mode enhance students' readiness for the workplace and foster their comprehensive development?

To address the above research questions, the author adopted the following methodologies. Firstly, through literature research, the author and fellow teachers constructed a teaching mode for career experiential practice tailored to freshman English majors, guided by output-oriented theory and student-centered education principles. Additionally, teachers developed career experiential teaching resources and an information resource library to facilitate students' access to vocational knowledge during task completion. Secondly, a Quasi-experimental research method was used to test the research hypothesis that the career experiential teaching mode can enhance English majors' understanding of professional concepts, improve their practical skills, and prepare them better for future career opportunities. For this purpose, the author selected English major freshmen enrolled in the Orientation course at Guangzhou College of Commerce as our research subjects. Within this course, teachers implemented the designed teaching mode, actively engaging students in the process of program design and refining teaching contents and modules based on their valuable feedback. After finishing career experiential practice, students were asked to write a report on their performance of career experiential practice and finish a questionnaire survey. Finally, the author gathered quantitative data through questionnaires and qualitative data via writing reports, discussing and analyzing the results to draw meaningful conclusions.

The questionnaire consists of 17 single-choice questions, one multiple-choice question, and one open-ended question. The author ensured the validity and reliability of the survey through rigorous testing using SPSS software. As Table 1 demonstrates, the reliability coefficient stands at 0.805, exceeding the benchmark of 0.8, thus confirming the reliability of our research data. Similarly, Table 2 reveals a validity coefficient of 0.870, surpassing the threshold of 0.7, signifying strong validity and ensuring the extraction of meaningful and accurate data.

Table 1. Reliability analysis

| Number of items | Sample | Cronbach. α |
|-----------------|--------|--------------------|
| 17 | 227 | 0.805 |

Table 2. Validity analysis

| | | |
|-------------------------------|-------------------------|----------|
| KMO value | 0.870 | |
| | Approx. chi-square text | 1917.480 |
| Bartlett's Test of Sphericity | df | 136.000 |
| | p value | 0.000 |

4. The Construct of Career Experiential Teaching Mode for Freshmen

Drawing upon Chen Xiaofei's (2014) theory on teaching mode, which defines it as the structured design and organization of teaching activities guided by specific educational ideologies and theories, this paper theoretically constructs a comprehensive career experiential teaching mode encompassing the active participation of freshmen and teachers. Chen Xiaofei (2014) identifies five key elements of the teaching mode: theoretical basis, teaching objectives, implementation conditions (encompassing teachers, students, resources, content, methods, and tools necessary for achieving these objectives), implementation procedures (unique operational steps characterizing

the model), and evaluation. Consequently, the career experiential teaching mode elaborated in this paper incorporates these elements, encompassing the teaching's theoretical foundation, teaching objectives, teaching content, teaching steps, and evaluation.

The career experiential teaching mode proposed in this paper is a teaching approach rooted in real-world work scenarios. It is constructed on the foundation of task-driven courses, project-based learning, and courses that systematize work processes, all guided by the principles of output-oriented theory and student-centered education. In this mode, teachers devise tailored career experiential tasks for students, who, in turn, immerse themselves in these scenarios to perceive work demands. They refine work tasks according to these demands and subsequently decompose and acquire knowledge points pertinent to specific work tasks.

The establishment of specific teaching objectives for various occupations is grounded in market research, identifying the specific needs of the market for English translation talents, English teacher talents, and business English talents. Teaching steps are systematized, from career investigation, career experiential program planning, and career experiential practice, to writing reports on career experiential practice, and evaluation of career experiential practice. The teaching contents are modularized, providing students with multiple career experiential modules to choose from. A standardized evaluation system is established to shift from summative evaluation to formative evaluation. Furthermore, diversified teaching resources are being developed, including the construction of a career experiential information resource database and online courses dedicated to vocational experience.

4.1 Concrete Teaching Objectives

The overall teaching goals encompass multiple dimensions. Ideologically and morally, the aims are to foster interest in English learning, cultivate the aspiration to bridge Chinese and Western cultures, instill a love for university life, and instill a diligent learning attitude aimed at future contributions to the country. In terms of knowledge, the goals are to comprehend the prospects of the major, establish a professional framework, and gain insights into the prospects of career planning. For abilities, the focus is on enhancing independent and collaborative learning capabilities. Quality-oriented objectives involve nurturing communication abilities, fostering teamwork and negotiation qualities, and promoting overall personal development. Specifically, the teaching objectives for vocational experience in diverse directions are collaboratively developed by freshmen and teachers, who also devise plans for practical career experiential teaching activities.

4.2 Systematization of Teaching Steps

With the collaboration of freshmen, teachers, and the school, the systematic teaching approach consists of six sequential steps. Freshmen first conduct industry and market research on their majors, followed by collaborating with teachers to devise a career experiential plan and submitting it to the school for review. Next, freshmen engage in career experiential practice under the guidance of teachers, adhering to the approved plan. Subsequently, they compile a report detailing the challenges and achievements encountered during the practice. Teachers then evaluate the students' performance, while freshmen conduct a self-evaluation. Finally, freshmen formulate their career development plan and outline plans for continued career experiential practice.

4.3 Modularization of Teaching Contents

Based on an industry survey conducted by freshmen, freshmen collaborate with teachers to establish the plan for career experiential practice and design diverse career experiential modules. Subsequently, students in groups select a module to complete, allowing them to gain practical experience in their chosen career paths.

4.3.1 English Teaching Experiential Practice

This task is designed to enhance students' comprehension of the teaching profession through hands-on experience. It aims to provide students with an initial understanding of the skills and knowledge they must cultivate over the next four years to become teachers. Concurrently, it fosters their teamwork skills, independent analytical abilities, and problem-solving capabilities. Units 5, 7, and 8 of the Oxford Shanghai Edition English textbook for grade 8 are chosen as teaching contents. Students are organized into six groups within each class, with each group assigned a unit to teach. Additionally, every two groups will teach the same unit, allowing for comparative learning. Each unit comprises six modules, encompassing reading, listening, speaking, vocabulary, grammar, and additional practice/culture corner activities. Each student within the group is assigned the task of teaching a specific module, ensuring a comprehensive and diverse learning experience.

4.3.2 English Translation Experiential Practice

The objective of this task is to enhance students' practical translation skills, post-translation editing abilities, and translation appreciation through collaborative group work. By engaging in the translation, revision, post-translation editing, and appreciation of various texts, students will develop their independent and collaborative learning capabilities, fostering a deeper enthusiasm for English learning. Additionally, this task provides students with an immersive experience of the daily work of professional translators, allowing them to gain insights into the specific processes and considerations involved in translation work. Through this experience, students will gain a profound understanding of the role of professional translators, serving as inspiration for their future career planning and choices.

For this exercise, diverse translation materials have been selected, including texts from literature, business, news, and speeches. Each text is approximately 500-800 words. These materials will initially be translated using online translation software, followed by manual modifications. Deliberate errors in vocabulary, word meaning, part of speech, terminology, logic, format, and style will be introduced to challenge students. Groups of 5-6 students will work collaboratively to translate, revise, edit, and appreciate the chosen material. Upon completion, each group will submit a revised translation with revision traces, an unedited translation, a translation report, and a verbal presentation explaining the rationales and processes behind their revisions.

4.3.3 Experiential Practice in the Direction of Business English: Cross-border E-commerce Live Broadcasting

Colleges and universities should embrace the concept of technology communication and explore an innovative talent training mode that combines "language, technology, and practice," with the goal of nurturing high-level, application-oriented talents in information technology language services for the IT era. Given the advent of the Internet and the emergence of cross-border e-commerce live broadcasting, a novel form of e-commerce live broadcasting has arisen. Live streaming with product promotion has become a prominent marketing model, creating a demand for cross-border e-commerce live broadcasting talents in the job market. Consequently, a task integrating technology and product dissemination has been devised. Through experiencing cross-border e-commerce live streaming assignments, students can acquire knowledge about the industry and grasp the skill requirements for such occupations. They must possess fluent English communication abilities and cross-cultural communication skills to comprehend cultural differences.

Students should undertake this assignment in groups of 2 to 4 individuals, with one person assuming the role of the host, another as the assistant, and the remaining members either handling planning and writing duties or simulating consumers interacting with the host. Each group is free to choose any product of their interest for promotion. The English product promotion, to be completed within a five-minute timeframe, needs to be appealing, attractive, and interactive.

4.3.4 Experiential Practice in the Direction of Business English: Canton Fair Scene Simulation

The purpose of this task is to simulate the trading environment of the Canton Fair, allowing students to collaborate and communicate by assuming various roles (buyer, seller, trading company, translator, etc.) until an order is finalized. This immersive experience enables students to actively comprehend international trade rules and terminology, thereby guiding them in their career planning.

In groups of five to six, students collaborate to depict stories unfolding both on and behind the scenes of the Canton Fair. Students are presented with three distinct branded companies to choose from, all leading domestic private enterprises in their respective industries. They may select from three corporate brands and craft their own scripts. The task progresses in three stages: before the Canton Fair, sellers prepare exhibition items, email customers, extend invitations, and communicate exhibition details such as time, location, and booth information. During the event, buyers visit the seller's exhibition area, browse displays, inquire about pricing, and initiate preliminary collaborations (students devise their own communication content, including inquiries about MOQ, FOB, etc.). Following the Fair, sellers proactively reach out to buyers to facilitate further cooperation, such as contract signing and order placement.

4.3.5 Experiential Practice of English-speaking Tour Guides

English is extensively utilized in the tour guides service industry as the international language, and English majors may also pursue a career as English-speaking tour guides. This assignment helps students recognize their role as bridges for cross-cultural communication and promoters of Chinese culture. Through this experimental career practice, students can strengthen their cultural self-confidence and be inspired to become cultural ambassadors, furthering China's influence on a global scale and fostering a deeper understanding of China worldwide.

Students should collaborate in groups of two to four. Each student will present on Chinese excellent culture for 2 minutes in English. They are required to collaboratively prepare a PPT presentation and deliver their speech without referring to a script. Students should endeavor to highlight distinctive Chinese elements and showcase outstanding cultural aspects. The chosen materials can include historical anecdotes, cuisine, architecture, intangible cultural heritage, cultural traditions, landmarks, and so on.

4.4 Standardization of Teaching Evaluation System

Teaching evaluation comprises both the teacher's formative assessment and students' self-evaluation. The teacher's formative assessment encompasses students' entire engagement in career experiential practice, including the vocational survey report (20%), career experiential practice plan (20%), actual career experiential practice (20%), career experiential practice report (20%), and career development plan (20%). The teacher evaluates and gives scores to students based on their performance in these five components. Additionally, students conduct self-evaluations using the same criteria.

4.5 Diversification of Teaching Resource Construction

To establish a vocational experience framework and provide students with invaluable resources during their career experiential practice, enabling them to accomplish their tasks more effectively, teachers must undertake the development and creation of an experiential information resource library and online courses in vocational English. For instance, to enhance students' teaching practice, teachers may offer exemplary lesson plans for primary and secondary school English, outstanding teaching videos, and bibliographies on teaching methodologies for their reference and learning. Similarly, for translation-related career experiential practices, teachers can provide students with books on translation techniques and exemplary translation models. These materials can progressively accumulate to form a comprehensive information resource library. Additionally, teachers can record video lessons on professional English, covering topics like preparing an English resume, writing a job application letter in English, and preparing for job interviews, thereby gradually building and enriching vocational English online courses.

5. The Results of the Questionnaire Survey and Writing Reports

Approximately 227 freshmen English majors, spread across six classes of 2022 at Guangzhou College of Commerce, engaged in career experiential practice during the freshman orientation course. Based on their industry survey, it was observed that most English majors pursue careers as English teachers, interpreters, or employees in foreign-related sectors. Collaboratively, students and teachers devised four career experiential tasks, namely, English teaching, English translation, business English, and English tour guiding. The business English task encompassed cross-border e-commerce live broadcasting and Canton Fair scene simulation. Groups of students selected a career experiential module to undertake. Following a week of group preparation, they accomplished their tasks in the classroom. Upon completion, they were required to fill out a questionnaire survey and compose a performance report.

5.1 The Results of the Questionnaire Survey

The questionnaire survey has been completed by 227 students, and the results will be analyzed based on three main aspects: career plans, the effectiveness of career experiential practice, and reflections on task performance during this practice.

5.1.1 The Career Plans

The initial four survey questions aim to ascertain whether students have a clear idea about their desired career path. Tables 3 and 4 reveal that 74.45% of students had a career in mind when selecting English as their major, while 76.65% decided on their career choice after undergoing career experiential practice. This suggests that the career experiential practice has assisted at least 2.2% of students in clarifying their future careers.

Question 1: Did you have a specific career in mind when applying for college and choosing your major?

Table 3. Results of Question One

| Options | Subtotal | Proportion |
|---------|----------|------------|
| Yes | 169 | 74.45% |
| No | 58 | 25.55% |

Question 2: Have you decided what career you want to pursue after completing career experiential practice?

Table 4. Results of Question Two

| Options | Subtotal | Proportion |
|---------|----------|------------|
| Yes | 174 | 76.65% |
| No | 53 | 23.35% |

When asked what career they want to pursue, 52.86% of students expressed a desire to become teachers, 20.26% want to be interpreters, 11.45% aspire to work as clerks in foreign trade companies and 3.96% of students want to become civil servants.

Question 3: What career do you want to pursue?

Table 5. Results of question three

| Options | Subtotal | Proportion |
|----------------------|----------|------------|
| Teachers | 120 | 52.86% |
| Interpreters | 46 | 20.26% |
| Foreign trade clerks | 26 | 11.45% |
| Civil servants | 9 | 3.96% |
| Others | 26 | 11.45% |

Therefore Table 6 reveals that approximately 46.26% of students chose English teaching tasks, 18.5% selected English translation tasks and 14.1% chose English-speaking tour guide tasks during career experiential practice. A smaller proportion, about 6.61% of students undertook cross-border e-commerce live broadcasting tasks, while approximately 8.37% participated in Canton Fair simulation tasks.

Question 4: Which task did you choose to undertake during your career experiential practice?

Table 6. Results of Question Four

| Options | Subtotal | Proportion |
|---|----------|------------|
| English teaching | 105 | 46.26% |
| English translation | 42 | 18.5% |
| Canton fair scene simulation | 19 | 8.37% |
| Cross-border e-commerce live broadcasting | 15 | 6.61% |
| English-speaking tour guide | 32 | 14.1% |
| Others | 14 | 6.17% |

5.1.2 The Effectiveness of Career Experiential Practice

As is shown in Table 7, approximately 83.26% of students strongly believe that organizing freshmen to engage in career experiential practice is crucial, as it aids in comprehending and experiencing their future professions. Roughly 11.01% of students find the practice necessary, only regarding the school-organized vocational experience as a mere formality with limited benefit. About 5.29% of students remain indifferent, uncertain of its necessity. Only 0.44% of students deem the practice unnecessary and consider it a waste of time.

Question 5: Do you believe it is essential for the College to arrange for freshmen to undergo career experiential practice?

Table 7. Results of Question Five

| Options | Subtotal | Proportion |
|--|----------|------------|
| It's very necessary, which can help us understand and experience the career to be engaged in the future. | 189 | 83.26% |
| It is necessary, but the vocational experience practice organized by the school is just a formality, which is not helpful. | 25 | 11.01% |
| I have no idea about it, and I don't know whether it's necessary. | 12 | 5.29% |
| There's no need and it's a waste of time. | 1 | 0.44% |

By analyzing the responses to questions 6 through 10, a comprehensive understanding of students' perspectives on the effectiveness of career experiential practice can be gained. Table 8 reveals that roughly 74% of students have reported significant gains from their career experiential practice, 25.11% have reaped some benefits, and only 0.88% claim to have gained nothing.

Question 6: Do you feel that you have gained something from career experiential practice?

Table 8. Results of Question Six

| Options | Subtotal | Proportion |
|-------------------------------------|----------|------------|
| Yes, I have gained a lot | 46 | 20.26% |
| Yes, I have gained relatively a lot | 122 | 53.74% |
| Yes, I have gained a little | 57 | 25.11% |
| No, I have gained nothing | 2 | 0.88% |

Table 9 presents a comprehensive overview of students' perspectives regarding the impacts of vocational experience. Approximately 85.9% of students agree that career experiential practice fosters their drive to acquire professional knowledge, enabling them to grasp the linkage between their field of study and potential career paths. An overwhelming 91.63% of students believe that such practical experiences help them realize their lack of professional knowledge and ability, thereby boosting their motivation and zeal to diligently pursue further studies in their field. Similarly, 90.3% of students agree that career experiential practice can help them understand and experience the career they want to engage in in the future. Lastly, 90.22% of students maintain that career experiential practice aids in swiftly determining their vocational direction, paving the way for early career planning preparations.

Question 7: Career experiential practice can stimulate my motivation to learn professional knowledge, and make me preliminarily realize the connection between major and career.

Question 8: Career experiential practice can help me realize my lack of professional knowledge and ability, and stimulate the motivation and enthusiasm to study professional knowledge hard.

Question 9: Career experiential practice can help me understand and experience the career I want to engage in in the future.

Question 10: Career experiential practice can help me establish my career direction as soon as possible and make preliminary preparations for my career planning.

Table 9. Results of questions seven, eight, nine, ten

| Options | Totally agree (Proportion) | Agree (Proportion) | Don't know (Proportion) | Disagree (Proportion) | Totally disagree (Proportion) |
|-------------|-------------------------------|-----------------------|----------------------------|--------------------------|----------------------------------|
| Question 7 | 41.41% | 44.49% | 13.66% | 0% | 0.44% |
| Question 8 | 47.14% | 44.49% | 7.93% | 0% | 0.44% |
| Question 9 | 44.49% | 45.81% | 8.81% | 0.44% | 0.44% |
| Question 10 | 44.93% | 42.29% | 12.33% | 0% | 0.44% |

5.1.3 The Reflections on Task Performance during the Practice

According to Table 10, only 11.01% of students regard their performance as excellent, while 44.05% believe they have done a decent job. However, 40.53% of students feel their performance was mediocre, expressing dissatisfaction. Additionally, 4.41% of students consider their performance to be very poor.

Question 11. How well do you feel you have accomplished your vocational experience?

Table 10. Results of question eleven

| Options | Subtotal | Proportion |
|-----------------|----------|------------|
| Very well | 25 | 11.01% |
| Relatively well | 100 | 44.05% |
| Just so so | 92 | 40.53% |
| Badly | 10 | 4.41% |
| Very badly | 0 | 0% |

According to the survey, 39.21% of students identified a lack of expertise as the biggest difficulty they faced during the task. Additionally, 28.63% of students viewed their limited language expression ability as the primary difficulty, while 26.87% of students pointed to a deficiency in vocational skills.

Question 12: What is the biggest difficulty you have encountered in the process of vocational experience practice?

Table 11. Results of question twelve

| Option | Subtotal | Proportion |
|--|----------|------------|
| Lack of expertise | 89 | 39.21% |
| Lack of vocational skills | 61 | 26.87% |
| Insufficient group communication and collaboration | 12 | 5.29% |
| Lack of language expression ability | 65 | 28.63% |

Upon reflecting on the contributions of their group members and instructors, 85.46% of students agree that most of the group members were able to actively participate in the discussion during career experiential practice and 84.58% of students think that teachers provide enough information resources for their reference and learning.

Question 13: In the process of vocational experience, most of the group members were able to actively participate in the discussion.

Question 14: In the process of vocational experience, teachers provide enough information resources for my reference and learning.

Table 12. Results of questions thirteen and fourteen

| Options | Totally agree (Proportion) | Agree (Proportion) | Don't know (Proportion) | Disagree (Proportion) | Totally disagree (Proportion) |
|-------------|-------------------------------|-----------------------|----------------------------|--------------------------|----------------------------------|
| Question 13 | 37.44% | 48.02% | 13.66% | 0.44% | 0.44% |
| Question 14 | 40.53% | 44.05% | 14.1% | 0% | 1.32% |

5.1.4 The Significance of the Questionnaire Survey's Findings

The significance of the above findings lies in several crucial aspects that highlight the value of career experiential practice for students, thus answering the second research question. Firstly, the overwhelming agreement among students regarding the necessity of career experiential practice underscores its importance in their educational journey. The need for such experiences is evident, as it bridges the gap between theoretical knowledge and practical application. This practice serves as evidence of the successful implementation of career experiential training, emphasizing the profound necessity for its continued implementation. Secondly, career experiential practice plays a pivotal role in shaping students' career plans. By participating in these experiences, students gain clarity about their desired career paths. For instance, those interested in becoming English teachers or translators can choose relevant experiential tasks, thus gaining practical insights into their chosen professions. Thirdly, the positive impact of career experiential practice on students' understanding and motivation is remarkable. It not only helps them recognize their professional knowledge and ability gaps but also spurs them to study harder with more enthusiasm. This awareness and subsequent action are crucial for their professional development. Furthermore, career experiential practice facilitates the establishment of career directions and preliminary career planning. Students can make informed decisions about their future paths, based on practical experiences and insights gained through these practices. Lastly, the students' self-assessment of their task performance, coupled with the identified challenges they faced, provides valuable insights for future improvements. The lack of expertise, language expression ability, and vocational skills highlighted by students points to areas that need to be addressed in future career experiential practices. At the same time, the positive feedback on group discussions and teachers' support suggests that these aspects of the practice are effective and should be continued.

In conclusion, the findings highlight the crucial role of career experiential practice in enhancing students' understanding of their future careers, shaping their career plans, and motivating them to pursue professional development. These practices not only provide practical experiences but also foster the development of students' essential skills and abilities that are vital for success in the workplace.

5.2 The Results of Writing Reports

Following the career experiential practice, students collaboratively wrote reports detailing their experiences. These reports were subsequently analyzed by using NVivo12.0 qualitative analysis software.

5.2.1 Enhancing Career Awareness

A significant number of students expressed in their career experience practice reports that the hands-on practice not only sparked their career awareness but also broadened their vocational knowledge, allowed them to exercise vocational skills, facilitated career planning, and fostered a deeper comprehension of diverse careers.

Table 13. Number of reference points of child nodes (Career awareness)

| Father node | Child node | Files | Reference points |
|------------------|----------------------|-------|------------------|
| Career awareness | Vocational knowledge | 7 | 10 |
| | Vocational skills | 6 | 12 |
| | Career plan | 6 | 11 |
| | Career understanding | 10 | 27 |

Table 13 illustrates the impact of career experiential practice on students' career awareness through 60 reference points. The majority of students reported gaining a profound understanding of various careers through this practice, as evidenced by 27 reference points. Specific examples include a deeper comprehension of teaching professions, international trade exchanges, and the challenges faced by translators. Additionally, 12 reference points highlight improvements in vocational skills, such as office and teaching skills, as well as mastery of live commerce techniques. 11 reference points demonstrate the guiding role of vocational experience in shaping future career plans and choices, with students gaining preliminary insights into their post-graduation career options and setting goals accordingly. Furthermore, 10 reference points indicate an expansion of vocational knowledge following the experiential practice, including the acquisition of professional English knowledge and foreign trade understanding, along with the identification of knowledge gaps for future study.

5.2.2 Improving Comprehensive Abilities

Their practice reports indicate that the majority of students believe career experiential practice contributes significantly to improving their comprehensive abilities, including teamwork ability, speaking ability, practical ability, logical thinking ability, the ability to make immediate responses, presentation skills, creative ability, and problem-solving ability.

Table 14. Number of reference points of child nodes (Comprehensive ability)

| Father node | Child node | Files | Reference points |
|-----------------------|---|-------|------------------|
| Comprehensive ability | Presentation skill | 2 | 3 |
| | Problem-solving ability | 1 | 2 |
| | Team-work ability | 14 | 35 |
| | The ability to make an immediate response | 3 | 4 |
| | Practical ability | 4 | 5 |
| | Logical thinking ability | 4 | 6 |
| | Creative ability | 2 | 2 |
| | Speaking ability | 10 | 37 |

Table 14 reveals the profound effects of career experiential practice on students' comprehensive abilities, totaling 94 reference points. Specifically, 35 reference points indicate an enhancement in teamwork ability. Students report that they have cultivated their cooperation and communication skills, and have come to appreciate the excellence and efficiency attained through collaboration. Many students describe collective activities as unforgettable and beneficial experiences during their university years. Additionally, 37 reference points suggest remarkable improvements in speaking ability. Students highlight how career experiential practice has refined their language skills, making them more fluent and authentic in discussions. 6 reference points also demonstrate the development of logical thinking ability, with students recognizing the value of vocational experience in practicing their oral English and boosting their logical thinking for future academic and career growth. Moreover,

5 reference points indicate advancements in practical abilities, as students report gaining valuable skills and an explorer's spirit through vocational experiences.

5.2.3 Enhancing Awareness Regarding the Division of Group Work and Cooperation

In their practice reports, numerous students elaborate on their experiences from the aspect of team cooperation, as evidenced by 48 reference points listed in Table 15.

Table 15. Number of reference points of child nodes (Division of group work)

| Father node | Child node | Files | Reference points |
|------------------------|--|-------|------------------|
| Division of group work | The specific division of work | 13 | 20 |
| | Clear division of work | 5 | 13 |
| | Good cooperation | 5 | 5 |
| | The importance of division of work and cooperation | 7 | 10 |

20 reference points indicate that almost every group has emphasized the importance of a specific division of labor within group work. Each group member assumes responsibility for a distinct role, such as information collector, PPT creator, scriptwriter, presenter, and more. Many students think that there is a clear division of work among group members, which is shown in 13 reference points. For instance, group members have clearly defined responsibilities for the teaching experiential assignment, and everyone contributes to the success of the career experiential practice. Throughout the experiential practice of English-speaking tour guides, the emphasis on the organized allocation of tasks among group members has cultivated a harmonious and collaborative working environment. Team members enthusiastically and patiently assist each other with any questions or uncertainties that arise. 5 reference points highlight the exemplary cooperation achieved to accomplish group work, demonstrating strong team interaction and collaboration. 10 reference points reflect students' recognition of the significance of task division and cooperation. For example, students report experiencing the value of teamwork in career experiential practice, which not only yields better outcomes but also fosters a sense of collective pride. They have come to appreciate the importance of teamwork and are committed to more actively collaborating with their team members in the future.

5.2.4 Recognizing the Deficiency of Their Performance in Career Experiential Practice

The majority of students have acknowledged and reflected upon the deficiencies in their performance during career experiential practice, as indicated by 41 reference points listed in Table 16.

Table 16. Number of reference points of child nodes (The deficiency of their performance)

| Father node | Child node | Files | Reference points |
|-------------------------------------|------------------------------|-------|------------------|
| The deficiency in their performance | Insufficient time allocation | 2 | 2 |
| | Lack of confidence | 2 | 2 |
| | Lack of communication | 4 | 11 |
| | Lack of details in content | 6 | 8 |
| | Poor English oral expression | 11 | 18 |

Some students have expressed concerns about their limited oral English proficiency, as evidenced by 18 reference points. One student recounted their experience as a buyer at the Canton Fair, realizing that real-life oral English communication is more challenging than anticipated, highlighting the need to enhance their language skills. Additionally, 11 reference points indicate a lack of communication among group members, leading to content overlap and emphasizing the importance of collaborative problem-solving. Furthermore, 8 reference points reveal that their presentations lacked depth and detail, suggesting the need for a more comprehensive introduction of topics and product selling points. Lastly, 2 reference points highlight students' lack of confidence and difficulty in managing time during their presentations.

5.2.5 The Significance of Findings Derived from Writing Reports on Career Experiential Practice

The significance of the above findings from students' writing reports regarding career experiential practice is multifaceted. Firstly, the successful implementation of career experiential practice with desirable teaching effects demonstrates the effectiveness of this approach in enhancing students' career awareness. By providing students with hands-on experience in various careers, they can gain a deeper understanding of different professions,

practice their vocational skills, and make informed career plans for the future. This not only equips them with the necessary knowledge and skills but also helps them to make more informed decisions about their future career paths. Secondly, the cultivation of comprehensive abilities through career experiential practice is crucial for students' personal and professional development. The improvement in teamwork ability and speaking ability, along with the enhancement of logical thinking, practical skills, presentation skills, and problem-solving abilities, equips students with a range of skills that are highly valued in today's workplace. These abilities not only help them to perform well in their current roles but also prepare them for future challenges and opportunities. Thirdly, the awareness of the division of group work and cooperation that career experiential practice has aroused among students is essential for effective teamwork. The recognition of the importance of clear work division and seamless cooperation among group members promotes a positive team culture where everyone contributes to the overall success of the team. This awareness fosters a sense of responsibility and accountability among students, encouraging them to work together towards shared goals. Finally, the reflection on deficiencies in performance during career experiential practice is invaluable for students' personal growth and development. By identifying areas where they need improvement, such as speaking English or communication skills, students can take proactive steps to address these weaknesses. This self-awareness and willingness to improve are crucial for continuous personal development and success in future career endeavors.

In summary, the significance of these findings lies in their ability to demonstrate the benefits of career experiential practice for students' career awareness, comprehensive abilities, teamwork skills, and personal growth. This approach not only enhances their educational experience but also prepares them for successful futures in their chosen profession.

6. Conclusion

This paper constructs a novel teaching mode for career experiential practice, featuring well-defined teaching objectives, systematic teaching steps, modularized contents, and a standardized evaluation system. This mode offers insights into how experiential teaching can seamlessly integrate into the educational framework. Our findings provide invaluable guidance for educators and administrators who are keen on adopting experiential teaching in their institutions. By applying this model to actual teaching scenarios, its effectiveness in enhancing students' career readiness and overall development has been thoroughly explored. The findings are promising: this approach notably benefits students' career progression and self-awareness. Through experiential learning, students gain a profound comprehension of career principles and practical workplace skills, leading to tangible improvements in their practical abilities, overall quality, academic interest, and teamwork capabilities. The positive results underscore the value of experiential teaching in career education.

However, there are limitations of this study to consider. Firstly, the sample size and diversity are restricted, potentially limiting the generalizability of our findings. To address this, future studies should aim to include a more diverse and representative sample, encompassing different educational levels, disciplines, and backgrounds. This would provide a more comprehensive understanding of the impact of experiential teaching across various contexts. Secondly, the study's duration was relatively brief, possibly missing out on the longer-term impacts of this teaching method. Extended observation periods in future research would help assess the sustainability and enduring benefits of experiential learning.

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