

Research on Optimization Strategies of English Teaching in Vocational Universities Under the Perspective of "Belt and Road"

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Abstract: Along with the rapid development of international economic integration and the proposal of China's "One Belt, One Road" initiative, China and the countries along the international "One Belt, One Road" will establish a more in-depth and broader cooperation system in the field of social reform, and vocational universities should seize the opportunity of development to actively promote the development of English teaching and clarify the goals of English teaching to improve the effectiveness of vocational university English teaching in all aspects. English teaching in vocational universities should seize the opportunity of development, actively promote the development of English teaching, clarify the goals of English teaching, and improve the effect of English teaching in vocational universities from all aspects. This paper investigates the current situation of English teaching in vocational universities under the perspective of "One Belt, One Road", finds the existing problems of English teaching in vocational universities, and analyzes and researches the specific optimization strategies of English teaching in vocational universities, in order to improve the English language proficiency and cross-cultural communication ability of vocational college students.

Keywords: Belt and Road; Vocational University English; Teaching Optimization

1. INTRODUCTION

English teaching in vocational universities is an important part of vocational university education in China, and also an important prerequisite and guarantee for enhancing the international competitiveness of Chinese enterprises. The "One Belt, One Road" initiative put forward by China not only provides a once-in-a-lifetime development opportunity for Chinese enterprises, but also greatly broadens the channels for the dissemination of domestic outstanding culture overseas, reflecting the important role of English education in the construction of "One Belt, One Road", and the role of language as a bridge of communication and exchange between Chinese and foreign civilizations (Yang, 2022). The role of language as a bridge connecting Chinese and foreign civilizations . In this context, how vocational university English teaching can seize the opportunity given by the times, continuously improve the teaching effect

of vocational university English, and cultivate high-end technical talents suitable for the needs of international communication is a problem that vocational university English educators must think about (Jin, 2021). The "One Belt, One Road" initiative has promoted China's foreign cooperation and exchanges. As a common international communication tool, English has become an important factor in promoting the development of the Belt and Road Initiative. Due to the existence of differences in history, culture and customs, the language situation in the "Belt and Road" countries is very complicated. To promote the development of the "Belt and Road" initiative, and to strengthen foreign trade and cultural exchanges with neighboring countries, we must solve the problem of language and communication. Language is the basic tool for communication between the two sides and a prerequisite for all cooperation programs. In the development and construction of the "Belt and Road", there is a large demand for language talents (Zhou, 2021). Only after the construction of a language model suitable for mutual communication, can a corresponding coordination mechanism be established to integrate language teaching into the "Belt and Road". Language in the "One Belt, One Road" construction has a pioneering, fundamental, instrumental and humanistic role, which stimulates the demand for different levels of language talents from all walks of life. For the development of vocational universities, it is necessary to actively integrate into the construction of "One Belt, One Road" in order to get brand-new development opportunities and play an increasingly important role in the process of exchanges and cooperation with the neighboring countries of "One Belt, One Road". If there is a lack of communication talents in both social enterprises and governments, the actual development of "Belt and Road" will be hindered. Therefore, English teaching in vocational universities needs to exchange and cooperate with relevant foreign teaching bodies in terms of teaching methods and experiences, and continuously strengthen communication in cooperative programs. The development of "One Belt, One Road" provides more diversified communication channels for vocational colleges and universities, and also provides more communication convenience for students of vocational colleges and universities (Huang, 2021). From the point of view of the future employment and development of students, it is necessary to have solid professional skills as well as strong English communication skills, and only composite talents with both abilities can find a broader space for development in the foreign development of "Belt and Road".

2. THE CURRENT SITUATION OF ENGLISH TEACHING IN VOCATIONAL UNIVERSITIES UNDER THE PERSPECTIVE OF "ONE BELT, ONE ROAD"

2.1 Research Objects

The object of the research is students and teachers of A vocational university institution, and a total of 400 students in 8 majors of railway engineering technology, railroad logistics management, electro mechanics, surveying and mapping geographic information technology, architectural engineering technology, railway signal automatic control, financial accounting, and rolling stock overhauling technology are mainly sampled, among which 140 students are sampled from the first year students, 140 from the second year students, and 120 from the third year students; 200 male students are sampled, and 200 female students are sampled. 120 were taken; 200 were taken from male students and 200 from female students. In the same way, 20 teachers in the Department of English Language Teaching were taken as the target of the teacher research, among these 20 teachers, 3 of them have the titles of associate professor and professor, and the remaining 17 have the titles of lecturer, among these 20 teachers, 11 of them have the degrees of master's degree and above, and 9 of them have the degrees of bachelor's degree.

2.2 Research Questionnaire Design

The research questionnaire of this study consists of the following two parts: the first part is a research questionnaire for the students, which mainly wants to know the learning status of the students learning English in A vocational university college and their evaluation of the school teaching. First of all, questions 1-5 are to find out the basic English situation and learning interest of students in A vocational university college. Secondly, questions 6-11 were to find out students' satisfaction with various aspects of English classes in Vocational University College A, including satisfaction with English teaching materials, satisfaction with the difficulty of English teachers' explanations, satisfaction with the school's teaching environment, and several other aspects. Again, 12-15 is a survey on the evaluation methods of schools and teachers. Finally, it is a research on what other suggestions students have for English teaching. The second part is an interview survey for English teachers. Firstly, questions 1-5 are about the basic information of English teachers in Vocational School A, including what kind of training English teachers have received, how they

prepare for lessons and so on. Secondly, questions 6-11 are a detailed research on English teachers' teaching mode and teaching content in the classroom. Finally, question 12 is about which suggestions English teachers have for the reform of English teaching mode in A vocational university college.

2.3 Research Process and Statistical Analysis

This survey was conducted on the topic of English classroom teaching in A vocational university institution, reviewing relevant literature to understand the basics of English classroom teaching, creating and revising a questionnaire for data collection. The collected predictive data were statistically analyzed and revised by SPSS 22.0 to create a formal survey with a certain degree of reliability and validity. Then using the formal survey as an instrument, a total of 20 English teachers from Vocational University Institution A, as well as 400 students randomly selected as the research respondents, were selected by overall sampling. Among them, 394 questionnaires were collected from the students of various majors in Vocational School A, with a recovery rate of 98.5%; in addition, 20 questionnaires were collected from the teachers of the English Education and Research Group in Vocational School A, with a recovery rate of 100%; and 20 valid questionnaires were collected, with a recovery rate of 100%. The questionnaires were processed with SPSS22.0 and EXCEL2010 for data processing such as descriptive statistics test, ANOVA, etc., and the valid data were studied and analyzed to understand the current situation of English classroom teaching in A vocational college and university institutions based on the results obtained from data analysis.

2.4 Reliability Test

Reliability is generally used as an effective reflection of the stability, reliability and consistency of the analysis of data results, through the data indicators or analytical tools to repeatedly analyze and calculate the same data, and then the degree of consistency of the results is the degree of reliability (Biber et al., 2004). The examination of the test results can present the stable and real characteristics of the test subjects, based on the commonly used ALPHA reliability system, for the questionnaire survey in the relevant indicators to take a systematic analysis, the final results can be obtained credibility is 0.956. Validity refers to the validity of the test questionnaires, refers to the use of the measurement tools or means of understanding, and to analyze whether it can be the extent of the things

that need to be measured to accurately reflect. is accurately reflected. It simply means that the measured results can provide a true reflection of the degree of the content that needs to be examined. By means of factor analysis, the validity of the questionnaire results was evaluated, and the final value of keymo was 0.956. The results are shown in Table 1.

Table 1: Questionnaire reliability analysis table

Testing		Numerical
Cronbach's Alpha	-	0.956
Standardized term-based	-	0.931
Cranach's Alpha		
item count	-	16
Kaiser-Meyer-Olkin metrics	-	0.956
BarAleAA's sphericity test	approximate chi-square	3939.89
	Df	279
	sig	0.00

2.5 Analysis of Findings

2.5.1 Lack of Professional Training for Teachers

Among the English teachers in Vocational University A, 55% of them do not take part in professional training, and less than half of them take part in various levels of training, indicating that at least half of the English teachers in Vocational University A have not participated in any training. This is mainly composed of the following reasons: firstly, it is the heavy task of English teaching, many class hours, and the teachers are too busy teaching to attend professional training. Secondly, it is the school leaders do not pay attention to, this was found in the survey, the school itself has not organized professional training for English teachers, only when the national and provincial education departments organize training in English teaching, will notify teachers to go to the training, and the quota is limited, the resources can not be universal to all English teachers, most of them are the head of the teaching team to go to the training for a few days, and then come back to use a few hours to train the English teachers, as a way to fulfill the training tasks given by their superiors.

2.5.2 Lack of Relevance in Teacher Instruction

English as a class is a compulsory course in A vocational university institution, but the way of teaching is still the traditional large class teaching, several classes are mixed and crossed, and the number of students is on the high side, then the teacher's dominant position and

the student's subjective position may be hampered by such a teaching method. In the survey of whether the English content explained by the teacher is in line with their receptive ability, 54% of the students said no, 26% were not sure, and only 20% of the students said yes. Through the survey, it can be seen that: on the one hand, the teacher can not pay attention to all the students, and only rely on the traditional English teaching method of indoctrination to impart knowledge; on the other hand, the content of the teacher's lectures lacks the corresponding relevance and affinity due to the number of teaching objects, which affects the enthusiasm of students and teachers, and then affects the level of English teaching and teaching quality (Qiu, 2019).

2.5.3 Traditional Models of Instruction Hinder Student Motivation

In the students' perception of classroom teaching style, 44% of the students believed that the English teacher's classroom teaching style has a great influence on learning motivation. For English teaching in A vocational university college, the teacher in the traditional teaching mode is in the main position in the teaching classroom, and the students are in a passive position. From the point of view of English knowledge transfer, the traditional mode of teaching most of the content of the system focuses on explaining, explaining at the same time, the students take notes while listening to the class, it is difficult to think about the content of the teaching, just simple memorization, lack of time to think, then the oral expression of the English language will be deficient (Zhuang, 2021). From the point of view of interest stimulation, students' motivation to learn English is an important factor, a good English class needs to be combined with the characteristics and needs of the students. A vocational university colleges and universities, the traditional English is a large classroom, the number of students is large, it is difficult for teachers to take care of the classroom, the teacher's limited time in the classroom and it is difficult to interact with each student. As a result, there is a lack of positive interaction between teachers and students, as well as insufficient communication between students, which affects the rationality and interest of English teaching, thus greatly reducing students' motivation to learn English (Wang, 2019). In this situation, students' lack of enthusiasm and initiative in English learning may lead to the problem of declining English performance. As a result, the English classroom becomes a "boring classroom", suppressing students' creativity and individuality, and affecting the progress of the whole English teaching.

2.5.4 Poor Organization of Teaching Activities

Teaching arrangement mainly includes the time, place and target audience of teachers. In terms of teaching time, the English language teaching in Vocational University Institution A is basically maintained at 100 hours, with individual schools teaching in semesters, and there are some adjustments in different schools according to their own characteristics, but they are generally the same. Vocational University Institution A basically focuses on the freshman and sophomore years for the English language courses, which leads to the disruption of the original teaching schedule, and the courses are set up in such a way as to allow students to have time to prepare for the English III examination, but completely ignore the English language course settings. have time to prepare for the English III exam, but completely ignore the English curriculum. The English III examination and the English curriculum are completely regarded as two independent individuals, which makes the status of English gradually weakened, not only resulting in the inability of students' English courses to effectively articulate (Huang & Zhen, 2023), but also making it difficult for the English courses to become a strong grip on the III examination. In the survey on the satisfaction of the English curriculum, 37% of the students expressed dissatisfaction and only 33% expressed satisfaction. It can be seen that the satisfaction of the students of A vocational university institution with the teaching and learning settings of the English course needs to be further improved.

2.5.5 Insufficient Matching of Textbook Content and Specialization

Twenty-four percent of the students found it relatively difficult to learn the textbooks and understand them. There are also 20% of students who think that the current textbooks are not applicable, not able to meet the students' employment needs, not well matched effectively with the students' majors, and that the construction of relevant textbooks needs to be further strengthened. Most of the current English teaching materials in A vocational university colleges and universities are selected from those designated by the education department, with a small variety of teaching materials, the contents of which mainly contain grammar and vocabulary, and this kind of teaching materials lacks social practicability for students in A vocational university colleges and universities. Schools should be more clear about the use of teaching materials, A vocational university colleges and universities to train students are applied technology students, modern teaching materials can not let students practical understanding of the real cultural status and real development of foreign countries. In reality, it will

produce cultural barriers, many students textbook knowledge is very familiar with, can often score high marks on exams, but in the work of the actual contact with foreign culture, found that the knowledge is far from enough, the textbook and the reality of a huge error. Textbooks are only teaching materials for exam-oriented education, and do not allow students to develop in the future application, only teaching this knowledge is still far from enough (ZHU, 2020). At present, the department of teaching material research and development of A vocational university needs to develop a new teaching material system, and absorb the first-line teachers into the teaching material research and development department, the first-line teachers have a high level to write a new version of the teaching material that meets the teaching and learning, so as to improve the current situation (Li, 2021).

Table 2(a): Results of the analysis of survey questions

Question		Percentage
Identity Composition of English Teaching Staff in Vocational University Colleges and Universities	Specialized teachers who have passed the sixth level of university English	25%
	Provisional acquisition of vocational qualifications in the specialization taught	20%
	Non-English majors with no industry or corporate training experience	35%
	else	20%
Survey of interviewed teachers' participation in training at all levels	Training at the national level	10%
	Provincial training	20%
	Municipal training	15%
	No training	55%
Results of the survey on whether the content of the teacher's teaching is in line with his or her receptive abilities	In line with	20%
	Falling short	54%
	Inconclusive	26%
Results of the survey on whether the mode of classroom delivery affects motivation to learn	Have impact	44%
	Be indifferent	26%
	No impact	30%
Whether students are satisfied with the curriculum	Dissatisfied	33%
	General	30%
	Unsatisfactory	37%
A Survey of Students' Perceptions of Teachers' Evaluation Methods in English Teaching Classes	Variety of evaluation methods with significant motivational effects	24%

Table 2(b): Results of the analysis of survey questions

Question		Percentage
A Survey of Students' Perceptions of Teachers' Evaluation Methods in English Teaching Classes	Variety of evaluation methods with significant motivational effects	24%
	Evaluation is singular and mostly formalized	69%
	Almost no evaluation	7%
	Final exam score	75%
A Survey of Assessment Methods Used for End-of-Semester English Grades in Schools	Practical application skills	19%
	No evaluation modality	6%
Results of the English Language Materials Difficulty Survey	Hard find sth. difficult	24%
	Unorthodox	12%
	Conveniently situated	56%
	Other than	8%
Survey on the Practicality of English Language Teaching Materials	Very practical	17%
	Elementary utility	48%
	Impractical	20%
	Currently unknown	15%

3. OPTIMIZATION STRATEGIES OF ENGLISH TEACHING IN VOCATIONAL UNIVERSITIES UNDER THE PERSPECTIVE OF "ONE BELT, ONE ROAD"

3.1 Strengthening Teachers' Professional Skills Training

In the current practice of English teaching in vocational universities, teachers are often responsible for cultivating students' communicative competence in discourse, which means that English teachers need to be proficient in English teaching skills and knowledge, and in addition, they need to understand the differences between the Chinese and Western cultural backgrounds, and have strong comprehensive cultural literacy and the ability to effectively integrate teaching resources. Vocational universities and colleges should provide English teachers with relevant training to enhance their intercultural communication skills. Such as inviting relevant teaching experts to carry out lectures, arranging vocational university English teachers to participate in training activities (Su & Pan, 2022), or providing teachers with opportunities to go abroad for further study, etc., using a variety of training activities and exchanges to improve teachers' own English cultural literacy and deepen their knowledge and understanding of foreign cultures (Xiao, 2023). Further improve teachers' English teaching and English application ability (Liu et al., 2018).

Accompanied by the rapid development of network technology and information exchange technology, people's way of communication and the mode of cultural exchange between countries have undergone significant changes and broken through the integration and conflict of cultural communication, so English teachers should follow the actual needs of social development, collect the relevant content and materials said to be needed for teaching English in vocational universities, and utilize the reading of English works, film and television works, and network videos to compare the cultural differences and diversities. For vocational university English teaching, teachers should make adjustments in their own ideas and concepts and reflect them in their specific teaching behaviors (Yan et al., 2019).

3.2 Enriching the Contents of English Teaching in Vocational Universities

English teaching should firstly maintain its own language tool attributes, but also combine the cultural connotations behind the language, guide students to correctly recognize various cultures, and make them tolerant of foreign cultures. In the process of learning English, students should not only master vocabulary, sentence syntax and so on, but also improve their language communication ability, which is also an important process to enhance students' cross-cultural awareness and empathy. Cultural exploration in language teaching cannot be ignored (Song, 2019). For example, in the practice of vocabulary teaching, teachers explaining vocabulary must introduce the allusion and cultural background of vocabulary, guiding students to compare and contrast the vocabulary of the East and the West in a targeted manner, to strengthen the students' understanding of the field of these languages and vocabulary, through which, on the one hand, they learn the relevant vocabulary, and in addition, they also need to understand the connotations related to the vocabulary. In a word, teachers should start in all aspects to introduce the cultural attributes behind English language teaching into the teaching practice and to experience the language and charm of culture. In addition, in the process of language teaching, the method of comparison can also be utilized to guide students to understand the cultural meaning behind the language at multiple levels such as discourse, vocabulary, etc., so as to let students develop a sense of active thinking and active exploration of thinking.

3.3 Utilize Diversified Teaching Modes

The traditional teaching style is "transfer - acceptance", the teacher

teaches knowledge, students accept knowledge, classroom teaching methods, but now has gradually appeared a variety of teaching modes, in the vocational university has appeared a variety of new teaching modes represented by the flipped classroom mode. The biggest difference between these new teaching modes and traditional teaching modes is the conversion of the classroom subject. In 2022, the split classroom teaching mode has been highly praised by students and has gained a lot of attention in higher vocational education. First of all, to understand the split classroom teaching mode, is to divide the classroom, the English teacher in the first half of the section is used to teach knowledge, the second half of the remaining time by the students to discuss freely; Second, in this process, the teacher should be involved in the process of student discussion, to understand the ideas of the students' discussion; Finally, after the students will be the results of the discussion in the classroom, the teacher should give the final concluding evaluation. The English classroom, with students as the main body, should have more openness in order to fully mobilize the students' learning enthusiasm, while the diversified teaching methods promote the richness of the English course, so that the English teaching in the classroom is more on-site and living, in order to promote the development of vocational university English teaching (QIAOMEI & Tonwimonrat, 2023).

3.4 Scientific and Rational Organization of Teaching Activities

At present, the English education of vocational universities in China for non-English majors is mainly based on public teaching, and this traditional teaching method is difficult to fully meet the needs of higher vocational students. A vocational universities should clearly recognize that English teaching is a language communication activity, which requires a communication environment, and its need for a strong life course, while also involving the vocational university professional English education, and it is virtually impossible to teach in a large class to fulfill these functions at the same time. A teacher teaching a large class involves a number of specialties, so it is impossible for a teacher to dabble in the English knowledge of a number of specialties at the same time, but it is certainly impossible for him to teach a number of specialties in a way that is sufficiently balanced. Therefore, public English teaching should be divided into classes, specialties and directions, and the ideal teaching state is small class teaching. The biggest advantage of small class teaching is that the teacher can take care of the students, teach them according to their abilities, and create an English language environment in the classroom, and the

optimal class capacity should not be more than 25 students. The most crucial thing is that A vocational university needs to employ foreign teachers with pure English pronunciation to a certain extent, foreign teachers can communicate with students with practical experience, thus forming the most ideal language exchange environment, and can personally tell the customs and traditions of foreign countries to enhance students' motivation to learn. At the same time, A vocational school arranges a special person in charge of opening English corners and organizing extracurricular activities in English to increase the number of places for students to practice and create an atmosphere for students to learn English.

3.5 Optimizing Teaching Materials for Teaching English in Vocational Universities

Along with the development and evolution of "One Belt, One Road", the communication and economic cooperation between our country and the outside world will be more diversified. The development of "One Belt, One Road" will inevitably put forward higher requirements for people's English communication ability, so vocational university English teaching should be centered on the cultivation of students' practical communication ability in English as the core, on the one hand, to cultivate students to learn to speak English, and on the other hand, to let the students take the initiative to use English positively. Vocational university English is facing opportunities and challenges under the "Belt and Road" initiative, and it is necessary to reposition the existing teaching objectives, sort out the curriculum system, reform the teaching methodology, innovate the teaching mechanism, and effectively improve the teaching resources and faculty strength. In the process of communication with foreign societies, it is not only necessary to communicate in language, but also to understand each other on the cultural level. Therefore, in the current English teaching in vocational universities, the development of "One Belt, One Road" should be used as an opportunity to change the problems of cross-cultural communication in teaching practice, make detailed planning of teaching objectives, expand the function of information dissemination in English, change the tradition of English teaching in vocational universities, which has been too concerned about the instrumental nature of language and neglected cultural characteristics, and bring cross-cultural communication into the vocational universities. The purpose is to change the traditional English teaching in vocational universities which focuses too much on the instrumental nature of language and ignores the cultural characteristics, and to bring cross-cultural communication into the English teaching practice.

Domestic colleges and universities in the use of English teaching process, seldom involved in the culture of other countries, teachers and students are difficult to get from the textbooks really effective cultural content, resulting in the actual learning of students, it is difficult to really implement the teaching objectives. Based on this, it is necessary to start adjusting the preparation of teaching materials, and actively adjust the preparation and revision of English teaching materials. In the construction of English teaching materials, we should insist on the penetration of cultural contents in English teaching, and choose contents that are suitable for the development of society and culture and can fully show the achievements of English teaching. The development of teaching materials that are closely related to the relevant countries allows vocational university English teaching to be practical and helps students to solve the communication barriers that exist in cultural interactions. For example, some associations and cultural connotations should be added to the teaching materials to introduce and compare the Eastern and Western cultures, and some cultural comparison questions should be designed at the end of the vocational English teaching classes to guide students to think about and discuss the cultures. In addition, in teaching practice, teachers can arrange some festival topics to guide students to compare and analyze Chinese festivals and western festivals, and find out the essential differences behind the eastern and western cultures. For example, in the festival culture, our country's festival setting has the typical characteristics of farming civilization, while the western festivals reflect more religious culture, so we should guide students to objectively and ideally look at the differences between Chinese and western cultures.

4. CONCLUSION

As a tool for people to communicate and transfer information, language is a carrier of culture and thinking. It plays a very important role in the construction of "One Belt, One Road". The development of "One Belt, One Road" will inevitably enhance the needs of social enterprises for English professionals. Vocational university English teaching should respond positively to the needs of the society, seize the opportunity of development, and adjust and reform the teaching from various aspects. Schools should start from the actual needs of society, adjust their own English professional training direction. Focusing on students' professional and technical reserves, cultivate high-level innovative talents with

professional skills and proficiency in the use of the English language for the development and construction of the "Belt and Road", solve the problems of language communication and information dissemination, and realize the double guarantee of communication and cooperation. At the same time, we combine traditional culture and English language skills to spread Chinese culture to the outside world, and cultivate talents needed for the development of "Belt and Road" based on a global perspective.

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