



Promoting the Internationalization of Talent Training Through English Teaching Reform in the Post Epidemic Era

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Abstract: The aim of the study is to explore the need for promoting talent internationalization by means of the English teaching reform in the post pandemic era. In order to do the investigation of the study, interview analysis has been done by the researcher. The study has conducted open ended interviews and findings stated that there has been lacking identified in the teaching methods which as a result is creating a gap of talent cultivation and internationalization in the country. This could be done through English teaching reform under which optimization must be done to promote talent growth both from the teacher's and student's perspective. Training programs must be set up for teachers and focus must be given by aligning them with the goal of student cultivation so that they can grow as practical international talents in the future. The findings of the study are useful for the educational institutes and the recommendations drawn in the industry are helpful in enriching the talent internationalization in the country by bringing improvements in English teaching.

Keywords: talent internationalization, English teaching reform, post pandemic era

1. Introduction

1.1 Background of study

The primary aim of the study is to evaluate the promotion of the internationalization of talent through English teaching reforms in the post-pandemic era. The study depicts that it has become important to rethink education and re-imagine how skills and knowledge could indeed shape the future of humanity and the world (Li & Eryong, 2021). Uncertainty, ambiguity, and fragility seemed to be increasing around us, but the world had no idea that the pandemic would remind us that dramatic changes can occur more suddenly and without warning than any anticipates. It has been denoted that COVID has brought in various layers of disturbance and now the world will have huge ramifications in the short- and long-term context.

A university's main aim is to educate, but it also has two other functions. In addition to learning, these include contributing to society and conducting research in the field. A higher level of education is make possible by research, and education, in turn, evolves an extensive range of research. It has been denoted that educational institutes and colleges have been increasingly expected to make a positive impact on the community through their work. These institutions need to ensure that the accumulated knowledge is transferred directly into society, so they don't become "Ivory Towers". The idea of COVID-19 has affected the education industry and there is a need to internationalize the talent through English teaching reforms to enhance the level and standard (Feng & Shi, 2018).

1.2 Problem statement

The post-pandemic era has been considered as quite tough and not easy especially in concern to educational institutions. The past research papers depict that it is a primary key for the educational institutes to encourage English teaching reforms and promotion of internationalizing the talent to grow the value and economy of the country with regards to the educational sector. The internalization has become difficult because English teaching reforms have been neglected. Although, the idea of encouraging English teaching reforms could help in the cultivation of high-quality compound talents all around the world. The study evaluates that the positioning of English teaching reforms has been not clear for the universities and colleges that have made the long-term plan ambiguous. Moreover, in the post-pandemic era, it will be difficult for the educational institutes to move forward and internationalize and the way of encouraging the internationalization of talent could help a lot (Rui Yang, 2020).

2. Literature review

Throughout the research, the university professors have to deal with a lot of changes that come with new programs, innovations, and improvements in the university environment. Before they decide on their style of teaching, teachers must decide whether to stay with the group of learning cultures who are committed to maintaining traditional ideas, norms, and

methodologies while avoiding any vulnerability that may arise from the new problems, or whether to join those teachers who seize the opportunity to push for innovative approaches in education (Peihua et al., 2008). In the first approach, the teacher is the center of all learning and teaching, while students are merely passive recipients of information, as there is very little interplay between the teacher and students, while in the second approach, students are allowed to actively engage in their learning and create their someone else system of knowledge, allowing them to apply the information from different contexts. Even though the constructive approach as a theory of learning dates back almost a couple of centuries, this new approach is built on a constructive foundation (J. Piaget, L. Vygotsky, J. Dewey) (Wang, 2014). Students' ideas and opinions are encouraged in this method, which requires the teacher to be open to their input (Ishikawa, 2011).

3. Research methodology

3.1 Research design

The researcher has selected the qualitative research design as it helps to obtain valuable data for the study findings and also includes the behavioral patterns and use cases. Moreover, with regards to the philosophical approach, the study has been following interpretative due to qualitative data.

3.2 Coding process

Table 1. Coding process

Category	Code	Properties
Gaps in talent Internationalization	Lack of long term planning Lack of staff construction	Challenges
Need for English teaching Reform	Talent cultivation Improvements in English teaching program	Advantages
Suggestions for English teaching reform for talent internalization	Optimization of English course structure Hiring of Native English Speakers	Benefits

4. Findings and discussion

4.1 Findings

Thematic analysis is defined as the process where common themes are generated on the basis of respondents' views and complemented with direct quotations to express the respondents' direct opinions in the study. In view of the thematic analysis, the data has been organized, coded mentioned in chapter 3 and interpreted through common themes that will be addressed in the next. The interview questions are as follows:

Do you think English teaching reform is a significant tool for talent training internationalization?

What do you think are the gaps in the English teaching right now?

How post pandemic has mold the English teaching?

What do you think are some effective ways for Internationalization of talent training English teaching Reform?

4.2 The first theme: English teaching reform: a tool for talent training internationalization

The analysis showed that English teaching reform has emerged as the major tool for talent training internationalization. The respondents reported that international training strategy of talents could not be made separated from the guided direction and excellence of foreign experience. As quoted by the respondent 1 in his own words, "combining internationalization and localization can contribute towards talent cultivation". The respondents further reported that training models for business talents and introduction of diversified English teaching concepts would have a significant impact on internationalization of talent. With the competence in the education and world being a global village, it has become essential to train the talents on localized education which means localization and internationalization must be joint for the talent internalization. The respondent 3 quoted, "if the training will not be based on local education, it will be a water-less tree with no root."

4.3 The second theme: post pandemic era and English teaching reform

The second theme identified was the situation after the post pandemic Era. The interview analysis showed that the post pandemic era has shifted the learning towards e-learning. As quoted by the P1, "The traditional offline learning has been replaced with e-learning in the post COVID period." Secondly, the gaps identified were that there are no pertinent policies for

the training of professionals and also no long term planning has been made for the talent training. This has been resulting in brain drain. P3, in this view quoted, "the level of teachers is not even and teachers lack the international vision." This showed major drawbacks in the talent training and reported lack of usage international training strategies. However, this seems to be an important goal to put forward the talents of the country.

4.4 The third theme: strategies internationalization of talent through English teaching reform

The third theme identified was the strategies and suggestions for the internationalization of talents by bringing reform in the English teaching. The view reported that, there must the policy implementation of internationalization of business English talents in order to attain the strategic goal of talent enrichment in the country. P1 quoted, "If we want to understand the internationalization of talent training, it is important that we improve the teaching level of teachers." The other participant reported that focus should be given on the teacher's vocational training needs and aligning them with the goal of student cultivation so that they can grow as practical international talents in the future. P2, in this context quoted, "much attention should be paid on the exploration of teaching material and vocational teaching reform such as changing the philosophy of teaching, getting training from native English speakers and improving the teaching construction". P3 also added by stating that "focus should also be given on teaching methods and optimization of course structure."

5. Conclusion

The aim of the study was to explore the need for promoting talent internationalization by means of the English teaching reform in the post pandemic era. The interview analysis done in the study gave certain recommendations for this such as the study explored that there must the policy implementation of internationalization of business English talents in order to attain the strategic goal of talent enrichment in the country. Also, focus was suggested to be given on English teachers training through native English speakers or else native English professional must be hired to polish the students and make them grow as practical international talents in the future.

The study was limited in some aspects due to which some future suggestions are also given for future scholars. The first limitation was that the study lacks statistical validation due to which it is suggested that future research must be done by taking quantitative research design.

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