

Survey and Analysis of the Current State of Humanistic Quality Education in Higher Vocational English Teaching

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ABSTRACT

Based on survey data from 843 non-English majors at six higher vocational colleges in Hubei Province, this study examines the implementation status of humanistic quality education in higher vocational English teaching. It analyzes the current state in three dimensions: humanistic knowledge, humanistic practice, and humanistic spirit. The findings indicate that the three most influential factors are curriculum, teachers, and environment. While the overall situation is positive, numerous contradictions exist at the student level, curriculum level, and relational level.

Keywords: *Higher vocational English teaching, Humanistic quality education, Current state.*

1. INTRODUCTION

Higher Vocational English teaching requires students to master the linguistic symbol system, experience the emotions, ethics, and culture conveyed through language, cultivate a sense of Chinese identity and an international perspective, and shoulder the contemporary responsibility of inheriting and promoting China's outstanding traditional culture.

To gain a deeper understanding of the implementation status of humanistic quality education in higher vocational English teaching, this study employs an online questionnaire supplemented by interviews. The study aims to comprehensively examine respondents' perceptions, attitudes, and practices regarding humanistic quality education, while analyzing influential factors. Through this investigation, it is hoped that more scholars and educators will value humanistic quality education in higher vocational English teaching, and collectively advance its reform and development.

2. RESEARCH DESIGN

2.1 Questionnaire Development

Based on extensive literature review, reference to relevant research findings, and expert consultation, the author developed the questionnaire titled *Survey on the Implementation Status and Influential Factors of Humanistic Quality Education in Higher Vocational English Teaching*. The questionnaire comprises two main sections: implementation status and influential factors. It employs a 5-point Likert scale with 59 items, all scored positively. Responses range from "Strongly Disagree" (1 point) to "Strongly Agree" (5 points), with higher scores indicating greater student recognition of the described content.

2.2 Survey Participants

The survey participants for this study comprises non-English major students enrolled at six higher vocational colleges in Hubei Province: Wuhan Vocational College of Software and Engineering, ChangJiang Institute of Technology, Wuhan Engineering Institute, Wuhan Technical College of Communications, Wuhan Business and Trade

Vocational College and Wuhan Railway Vocational College of Technology.

2.3 Research Methodology

The author distributed the questionnaire via wenjuan.com (a professional online assessment platform), and collected 886 responses. After excluding 43 invalid ones (completed in less than one minute), 843 valid responses were retained, yielding an effective response rate of 95.1%. Data organization and analysis were performed using SPSS 18.0 statistical software. Additionally, the author conducted interviews with selected students and teachers to gain more specific and in-depth insights. These interviews not only complemented the questionnaire survey but also provided rich case materials and field experience, resulting in greater depth and credibility of the research findings. The interviews primarily focused on students' understanding, attitudes, and practices regarding humanistic quality education, as well as teachers' challenges and solutions.

3. DATA ANALYSIS

3.1 Reliability and Validity Testing (Pre-survey)

Prior to the formal questionnaire survey, the author randomly selected 30 students from Wuhan Vocational College of Software and Engineering for a pre-test. Based on insights into their response time, comprehension level, and psychological perceptions, adjustments and improvements were made to the questionnaire's wording, content logic, and item number.

Subsequently, to examine the reliability of the questionnaire and ensure internal consistency of the measurement results, the author conducted a reliability test. The Cronbach α coefficient was 0.986, approaching 1.00, which indicated a highly acceptable level of reliability for the questionnaire (as shown in "Table 1").

Next, the author performed KMO and Bartlett's sphericity tests for dimensionality reduction analysis on both sections of the questionnaire (items 1-29 and items 30-59). Data analysis revealed KMO values of 0.976 and 0.976, respectively, both exceeding 0.9, indicating high suitability for factor analysis. The corresponding P-values were 0.000, both below 0.05, confirming strong structural validity for the questionnaire (as shown in "Table 2" and "Table 3").

Table 1. Reliability statistics

Cronbach's Alpha	Number of items
.986	59

Table 2. KMO and Bartlett's Test (Items 1-29)

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy		.976
Bartlett's Test of Sphericity	Approx. Chi-Square	24441.510
	df	406
	Sig.	.000

Table 3. KMO and Bartlett's Test (Items 30-59)

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy		.982
Bartlett's Test of Sphericity	Approx. Chi-Square	37048.171
	df	435
	Sig.	.000

3.2 Factor Analysis Based on Principal Component Analysis

To dissect the implementation status of humanistic quality education across different levels and identify the specific factors influencing this status, the author conducted factor analysis based on principal component analysis for both sections of the questionnaire.

3.2.1 Factor Analysis of Implementation Status (Items 1-29)

3.2.1.1 Extracting Common Factors

By means of principal component analysis and an orthogonal rotation method with Kaiser normalization, factors with eigenvalues greater than 1 were extracted. As shown in "Table 4", three factors with eigenvalues exceeding 1 were identified: 7.849, 7.446, and 5.301. Their combined contribution rate reached 71.021%, indicating these factors explained 71.021% of the variance in the 29 observed variables and could be adopted as common factors.

Table 4. Total variance explained (Items 1-29)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.693	61.009	61.009	17.693	61.009	61.009	7.849	27.064	27.064
2	1.734	5.979	66.988	1.734	5.979	66.988	7.446	25.677	52.741
3	1.169	4.033	71.021	1.169	4.033	71.021	5.301	18.280	71.021

3.2.1.2 Interpretation and Naming of Principal Components

Based on the loadings displayed in the rotated component matrix after 15 iterations of convergence, each variable was assigned to the component with the highest loading, completing the variable classification (as shown in “Table 5”).

The first principal component accounted for 27.064% of the variance, making it the most influential factor. It encompassed 13 variables: Q10, Q14, Q15, Q17, Q19, Q20, Q23, Q24, Q25, Q26, Q27, Q28, and Q29, relating to career aspirations, cognitive abilities, and ethical character. This factor could be named the “Humanistic Spirit” factor.

The second principal component accounted for 25.677% of the variance and it includes 9 variables: Q1, Q2, Q3, Q6, Q7, Q8, Q13, Q18, and Q21. These variables pertained to students' cognition and perception of human culture, history, philosophy, and the arts. This factor could be named the “Humanistic Knowledge” factor.

The third principal component accounted for 18.280% of the variance and it included 7 variables: Q4, Q5, Q9, Q11, Q12, Q16, and Q22. These variables pertained to students' observation, reflection, and application of activities conducted within the humanities domain. This factor could be named the “Humanistic Practice” factor.

Table 5. Rotated component matrix (Items 1-29)

Item	Component			Item	Component		
	1	2	3		1	2	3
Q1		.745		Q10	.546		
Q2		.798		Q14	.546		
Q3		.709		Q15	.575		
Q6		.832		Q17	.558		
Q7		.837		Q19	.595		
Q8		.701		Q20	.529		
Q13		.629		Q23	.647		
Q18		.649		Q24	.669		
Q21		.587		Q25	.741		
Q4			.621	Q26	.746		
Q5			.744	Q27	.756		
Q9			.612	Q28	.738		
Q11			.596	Q29	.735		
Q12			.709				
Q16			.517				
Q22			.500				

3.2.2 Factor Analysis of Influencing Factors (Items 30-59)

The author employed the same methodology for factor analysis, and utilized maximum variance extraction based on eigenvalues exceeding 1. Three

common factors were extracted (as shown in “Table 6”). Following rotation of the component matrix and categorization of variables (as shown in “Table 7”), these three common factors were named the “Curriculum” factor, “Teacher” factor, and

“Environment” factor, ranked according to their contribution rates to the principal components.

Table 6. Total variance explained (Items 30-59)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	22.279	74.262	74.262	22.279	74.262	74.262	10.748	35.826	35.826
2	1.252	4.173	78.435	1.252	4.173	78.435	8.935	29.782	65.608
3	1.134	3.781	82.216	1.134	3.781	82.216	4.982	16.608	82.216

Table 7. Rotated component matrix (Items 30-59)

Item	Component			Item	Component		
	1	2	3		1	2	3
Q30			.823	Q44	.682		
Q31			.834	Q45	.703		
Q32			.722	Q46	.723		
Q34			.629	Q47	.715		
Q33		.594		Q48	.686		
Q35		.764		Q49	.761		
Q36		.799		Q50	.736		
Q37		.736		Q51	.694		
Q38		.795		Q52	.716		
Q39		.741		Q53	.780		
Q40		.755		Q54	.658		
Q41		.747		Q55	.740		
Q42		.733		Q56	.770		
Q43		.628		Q57	.687		
				Q58	.742		
				Q59	.701		

3.3 Descriptive Statistics

3.3.1 Implementation Status

Humanistic quality education in higher vocational English teaching is reflected in three dimensions: humanistic knowledge, humanistic practice, and humanistic spirit. The implementation status of the three dimensions can be assessed through the descriptive statistics of each variable.

3.3.1.1 Humanistic Spirit

Students intellectually recognize the importance of humanistic quality, and demonstrate the vibrant spirit of young learners. They possess excellent qualities such as honesty, kindness, optimism, and proactive ambition. 74.9% of students believe in their personal potential and creativity, and actively develop their talents and abilities. 65.7% are willing to make efforts and make contributions to humanistic causes. 65.6% with a sense of justice,

condemn or intervene against unethical behaviors in society. 64% enjoy sharing and promoting humanistic values, by using their positive influence to encourage others to recognize and cherish such values. However, they also exhibit issues such as wavering attitudes, incomplete understanding, and insufficient motivation for self-improvement. 45.5% feel uncertain about future career planning, with vague professional aspirations. 41.7% lack strong self-awareness and self-discipline, struggling to effectively plan and regulate their own behavior. 40.7% tend to become discouraged and give up when facing difficulties or setbacks in their studies or daily lives.

3.3.1.2 Humanistic Knowledge

Students demonstrate relatively limited knowledge in fields such as art, literature, and philosophy, particularly foreign cultural knowledge. When asked the question of whether they were familiar with renowned artworks or artists, western

literary classics, or prominent western philosophers and their ideas, the proportions of students providing neutral or negative responses are 56.3%, 61.8%, and 61.8% respectively. In contrast, they demonstrate greater engagement with their own traditional culture and contemporary hot topics. For instance, 52.6% of students possess a relatively strong understanding of China's Confucian philosophy. 49.7% express interest in international affairs and transnational issues, demonstrating the ability to comprehend and analyze their underlying complexities. 54% follow current political news and global affairs. Overall, the majority of students selected "average," indicating insufficient awareness or confidence in their humanistic knowledge reserves.

3.3.1.3 Humanistic Practice

Students demonstrate high enthusiasm for humanistic practice. Based on questionnaires and interviews, over 60% of students can introduce China's culinary culture and traditional festivals. 69.5% respect and embrace the customs and values of people from diverse cultural backgrounds. 73% maintain effective communication and collaboration with others, fostering harmonious interpersonal relationships. 77.9% have not engaged in academic misconduct such as copying assignments, plagiarizing papers, or cheating on exams. They frequently participate in various humanistic activities both on and off campus, including making public speeches, producing promotional videos, volunteering, and creating artistic works. When asked about their "motivation", many cited "assignment requirements", "earning extra credits", or "having free time".

3.3.2 Influential Factors

The implementation and effectiveness of humanistic quality education in higher vocational English teaching are primarily influenced by three factors: curriculum, teachers, and environment.

3.3.2.1 Curriculum

Students have given the English course high praise. First, the textbook content is broad in scope. Over 75% of students believe the topics covered in the textbooks are extensive, broadening their horizons and enriching their knowledge. The content aligns with their real-life experiences and personal interests, enabling them to understand the cultures of English-speaking countries and other

regions of the world while deepening their appreciation of China. This facilitates comparisons between Chinese and Western cultures, fostering cross-cultural awareness. The textbooks are supported by abundant supplementary resources, including assessment manuals, audio materials, digital courses, PowerPoint presentations, and online tests, catering to students' personalized learning needs. Second, the instructional design features a progressive approach. Nearly 80% of students note that teachers employ diverse teaching methods and techniques, and integrate artistic expressions such as music, dance, and drama. Through varied activities and contextual scenarios, teachers guide students toward reflection, and help them with aesthetic appreciation, cultural confidence, and cross-cultural communication skills. Third, teaching assessments are warm and caring. Evaluators need to pay attention to students' individual differences and emotional experiences, respect their feelings and needs, and conduct assessments with warmth, care, and inclusiveness. This approach stimulates students' intrinsic motivation and potential, so as to promote their comprehensive development. Most students express agreement with this approach. 80.5% of them respond that "English teachers assess not only students' academic performance but also their learning attitudes, moral values, and other aspects." 79.6% respond that "English teachers assess learning outcomes through multiple methods, including daily performance, quizzes, and test scores." 75.8% state that "English teachers encourage self and peer assessment." Simultaneously, students offer perspectives on current curriculum design and teaching practices, such as, "English is only offered for one year, which is too short," "Teachers explain concepts thoroughly but provide limited opportunities for student practice," "Student evaluations are sometimes overly complex and time-consuming, leading to low participation and superficial completion."

3.3.2.2 Teachers

Students highly praised the teachers' knowledge and dedication. Over 80% of students believe English teachers possess extensive humanistic knowledge and profound professional expertise. They teach and nurture students with a positive attitude and enthusiastic commitment. The role of teachers has evolved from a singular one to a multifaceted one. All teaching activities are student-centered. Teachers promptly praise students

for good performance, gently guide them when answers are incorrect, respectfully encourage them when questions arise, and assist them with guidance when difficulties occur. A very small number of students report that “Teachers occasionally display impatience or a rigid attitude, failing to adequately consider students' emotional needs.”

Based on the author's questionnaire survey and interviews with some teachers, it is evident that English teachers fully recognize the importance of humanistic quality education and actively create appropriate teaching contexts to instill humanistic values in students. However, many of them still face significant challenges in enhancing their own humanistic quality and achieving the desired educational outcomes. For instance: How to update their knowledge structures; how to maintain a state of continuous learning and motivation; how to gain decision-making authority in teaching; how to inspire students through both words and actions to enhance their focus, fulfill their intrinsic needs, engage autonomously in learning activities, and derive satisfaction and a sense of accomplishment from the process.

3.3.2.3 *Environment*

Regarding the humanistic environment, nearly 40% of students feel the college does not regularly organize lectures, reports, seminars, or extracurricular English activities such as English corners, English plays, or English speeches. 26% feel the resources of humanities and social sciences are insufficient in the libraries. Regarding interpersonal relationships, 74.9% report a positive peer relationship characterized by mutual support, healthy competition, and overall harmony. In terms of institutional management, interviewed students express hopes that the colleges should refine reward and penalty mechanisms concerning student schedules, attendance, academic records, examinations, and accommodation. They also emphasize the need for greater attention to students' mental health and emotional needs, along with the provision of professional counseling and advisory services.

4. DISCUSSION OF FINDINGS

Through investigating the current status and influential factors of humanistic quality education in higher vocational English teaching in Hubei Province, it is found that while some progress has been made in this field, significant challenges

remain, which manifest primarily in the following three pairs of contradictions.

4.1 *Student Level: the Contradiction Between Internal Awareness and External Actions*

Students' attitudes and behaviors often exhibit a complex and nuanced relationship, revealing inconsistencies and incoherence. Although they intellectually recognize the importance of humanistic quality, a lack of profound understanding and experiential engagement prevents this awareness from deepening beyond superficial levels and internalizing as their personal values and behavioral norms, which reflects a deep-seated contradiction between their internal awareness and external actions.

First, to a large extent, students' participation in humanistic practice stems not from their own interests and passion, but from external factors such as family pressure, college expectations, and social expectations. Due to lack of strong intrinsic motivation, students rarely proactively explore humanistic knowledge in their daily lives. When participating in activities out of obligation and responsibility, they often exhibit a certain degree of passivity and perfunctory engagement, failing to truly immerse themselves, perceive, or empathize. This represents a passive choice on the part of the students.

Second, according to the cognitive dissonance theory proposed by American social psychologist Leon Festinger, when cognitive elements are in incongruent relationships, individuals experience unpleasant psychological states, leading to behaviors that tend toward balance [1]. Students' emphasis on humanistic quality constitutes one cognitive element. Due to various factors, such as educational environments, curriculum design, and personal interests, they lack systematic and in-depth exposure to humanistic knowledge, forming another cognitive element. When these two cognitions conflict, students experience cognitive dissonance. To alleviate the resulting tension and discomfort, they actively engage in humanistic activities. Through action, they attempt to compensate for their knowledge gaps and personally experience and perceive the value of humanistic quality. This represents an active choice on the part of the students.

However, whether “active” or “passive”, humanistic practice cannot entirely replace the

study of humanistic knowledge which forms the foundation of humanistic quality. Only through long-term accumulation can students truly comprehend and grasp its essence. Therefore, teachers must focus on students' intrinsic needs and motivations, and spark their interest and passion for humanistic knowledge to achieve unity of knowledge and action.

4.2 Curriculum Level: the Contradiction Between Subjective Intent and Objective Reality

The curriculum, as a vital vehicle for humanistic quality education, embodies the concentrated educational value of academic disciplines. Through sustained exposure to curriculum, students develop their minds, unlock their potential, broaden their horizons, and ignite innovation. This process builds rich emotional worlds, shapes positive attitudes toward life, and fosters holistic self-growth. However, tensions often arise between educators' subjective intentions and the objective conditions of implementation. On one hand, teachers aspire to guide students toward self-discovery, social understanding, and empathy through humanistic quality education, so as to foster their critical thinking and innovation. On the other hand, factors such as uneven educational resources, imperfect management systems, and incomplete curriculum frameworks have diminished teachers' influence. This is primarily manifested in their diminished status, authority, and impact during curriculum participation and implementation.

4.2.1 Administrative Constraints in Curriculum Management

In educational administration, such as formulating talent development plans, teachers often lack opportunities to voice their opinions and lack the authority to participate in decision-making as professionals. This limits teachers' roles to mere enforcers of order and executors of curriculum. Within the institutional discourse system, teachers, accustomed to being positioned as the "Other" and constrained to passive implementation, rarely reconstruct their own discourse based on their professional knowledge and practical experience [2]. Furthermore, the overwhelming intrusion of administrative tasks encroaches upon teachers' time dedicated to professional empowerment, erodes professional autonomy, and saps educational wisdom and innovative enthusiasm.

4.2.2 Academic Constraints in Curriculum Implementation

Teachers' discourse is constrained collectively by the specific discourse context of classroom teaching, the specific discourse content regulated by curriculum standards, and the specific discourse modes mandated by these standards [3]. This constraint manifests not only in discourse form and content but also in teachers' thinking patterns and instructional practices. Curriculum design or textbook development is typically controlled by high-status subject experts, renowned scholars, or educational researchers, whose perspectives and concepts are often regarded as authoritative. In contrast, teachers positioned at the bottom of the discourse hierarchy are unable to participate in academic debates or engage in equal dialogue. In this background, their instructional decisions face direct or indirect interference, while their suggestions and opinions are deliberately or inadvertently disregarded. Long-term exposure to being guided and controlled leads teachers to gradually relinquish their own voice, looking up to, following, or even submitting to academic authorities. This shift in mindset not only diminishes teachers' professional standing, social recognition, and personal development, but also exerts profound negative impacts on educational practice.

4.2.3 Inappropriate Expression in Course Instruction

In teaching contexts, teachers wielding discursive authority serves as a vital means to maintain classroom order, advance activity progress, evoke emotional resonance, and foster mutual learning. Teachers' discourse carries the interpretation and dissemination of systematic knowledge, the enlightenment and stimulation of intellectual wisdom, the depiction and imagination of the future world, as well as the exposition and promotion of lofty ideals. Effective verbal expression is a key factor in responding to teachers' value aspirations and showcasing humanistic spirit. However, current classrooms exhibit non-standard phenomena such as arbitrary, fragmented, chaotic, and dogmatic verbal expression made by teachers.

There are four primary reasons for this. First, classroom teaching is frequently interrupted by unexpected events, which disrupts the coherence and completeness of verbal expression. Second, the teaching content is often overwhelming in volume,

fragmented and disorganized, without logical connections between elements, which leads to students' misunderstandings. Third, vocational students' weak English foundation necessitates teachers to frequently repeat, pause, break down, and restructure explanations. This simplifies lengthy expressions into shorter ones and reduces complexity, which diminishes the artistic beauty of language. Fourth, teachers often need to accomplish a large volume of teaching tasks within limited time. To ensure teaching quality and learning outcomes, their language expression in managing students can easily become overly strict or excessively lenient. For instance, abruptly changing topics without context, spontaneously arranging activities, or posing questions without planning, these phenomena are more often driven by external objectives rather than fostering students' free thinking and exploratory learning [4]. If this persists over time, it can lead to either teacher discourse hegemony or discourse ineffectiveness.

4.3 Relational Level: the Contradiction Between Digital Natives and Digital Immigrants

Educational gaming expert Marc Prensky first introduced the concepts of “Digital Natives” and “Digital Immigrants” in 2001. Digital Natives refer to learners who grew up alongside information technology and digital technology. Digital immigrants are learners born during the early stages of digital technology development who strive to adapt to the digital environment [5]. Contemporary college students have been surrounded by digital products — computers, smartphones, mobile devices, smart home appliances — since birth. Their approaches to handling matters, thinking habits, and behavioral norms differ significantly from those of traditional learners. They possess broad perspectives, active minds, a willingness to try new things, a courage to explore the unknown, and strong hands-on practical skills. However, influenced by pragmatism, many students tend to prioritize reading materials related to their majors, careers, and the workplace. They place greater emphasis on material comforts and the pursuit of professional success, at the expense of the accumulation of humanistic knowledge and the cultivation of personal character. As for teachers, a significant portion of them were born in the 1970s and 1980s. Initially unfamiliar with, and even resistant to information technology, they have gradually embraced it over time and develop a keen interest in it. In this process, teachers not only learn

to utilize information technology for instruction but also gradually integrate it into their educational philosophies, making it an indispensable component of modern education. Due to differences in upbringing environments and learning approaches, the digitally divided gap based on technological stratification, and the generational divide based on age stratification, produce intense resonance [6], with “digital natives” students and “digital immigrants” teachers frequently sparking new conflicts.

4.3.1 Unequal Levels of Technology Adoption

Students possess an innate familiarity with and quick responsiveness to various digital tools and software platforms. This enables them to swiftly integrate into digital learning environments, viewing technology as an indispensable part of their daily lives and studies. They navigate electronic devices with ease and flexibly utilize information resources, demonstrating proficiency in tasks ranging from data collection and material organization to online learning and interactive communication. For them, digital tools are vital aids for enhancing learning efficiency. In contrast, while most teachers possess a certain level of digital literacy, they do not exhibit a high degree of dependence on new technologies and products. Instead, they maintain a degree of reservation and caution. On one hand, they worry that these innovations might disrupt the traditional educational ecosystem. On the other hand, they carefully consider their practical value in teaching, and assess potential shortcomings and risks.

4.3.2 Inconsistent Information Processing Approaches

Students tend to perceive the world through visual means such as images, videos, and animations. They exhibit non-linear parallel thinking, excel at rapidly switching between multiple tasks and information sources, and utilize hyperlinks and search engines for information retrieval and integration. They can simultaneously engage with information from different domains, content types, and formats to collaboratively accomplish related multi-faceted tasks [7]. This cognitive approach is characterized by its vivid and intuitive nature, facilitating rapid knowledge retention and comprehension. Consequently, students prioritize the utility and interest of information. In contrast, teachers remain more

accustomed to linear and sequential information processing strategies, such as traditional text-based reading and reflection, with greater emphasis on logical coherence and systematic organization.

4.3.3 *Mismatched Social Interaction Patterns*

Students view digital technology as their primary means of social interaction, adept at communicating and engaging through social media, instant messaging tools, and similar platforms. Their social behaviors are increasingly networked. They lack patience for delayed feedback and crave instant gratification [8]. They, individual-centered, unconstrained by identity, status, or social norms, prefer to stand out, pursue uniqueness, and autonomously establish interactions with anyone [9]. However, teachers have an inclination towards direct face-to-face communication with students, such as through lectures, question-and-answer sessions, and discussions. They convey emotions, attitudes, and expectations through verbal and nonverbal cues like facial expressions, body language, and eye contact. This close teacher-student interaction feels more authentic and natural, enabling accurate assessment of students' learning progress and challenges. It also provides a rich social cognitive environment that cultivates students' communication skills and critical thinking abilities.

5. CONCLUSION

It is a significant educational reform and a profound exploration of its deeper meaning to integrate humanistic quality education into higher vocational English teaching. This journey is long, arduous, and fraught with uncertainties. It demands our persistent exploration and continuous practice to deepen our understanding of humanistic quality education, clarify its educational direction, reshape its pedagogical core, enhance teachers' humanistic quality, and cultivate an atmosphere rich in humanistic values. These efforts will infuse sustained vitality into nurturing well-rounded, high-caliber technical and skilled professionals.

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