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Development of Public English Teachers in Chinese Vocational Colleges via the Mechanism of "One Body, Two Wings and Three Parties Collaborations"

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Abstract
A good public English teaching faculty is an essential requirement for the development of high-quality vocational education and is urgently needed to achieve the objectives outlined by the "New Curriculum Standards" in Chinese colleges. The current challenges faced by the construction of the public English teaching faculty in the colleges include improper professional development orientation, unreasonable teacher structure ratios, imbalanced teacher ability development, indistinctive faculty characteristics, and inadequate fulfillment of moral cultivation objective. To address these issues, this study based on the questionnaire survey and cases collected mainly from higher vocational colleges in Jiangxi's province explores repositioning the new professional role of public English teachers under the "New Curriculum Standards" by implementing the working mechanism: "one body (public English teachers), two wings (recruiting & training public English talents), and three parties (government, schools and enterprises) collaboration." It aims to comprehensively enhance the integrated qualities of "professional knowledge + foreign language skills + cultural literacy" among teachers, thus improving the moral and intellectual nurturing capacity of public English courses in higher vocational education.

Keywords: Chinese Vocational Colleges, faculty development, new curriculum standard, "one body, two wings and three parties collaboration," higher vocational education, public English teachers
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Introduction

Education is the foundation of a nation's development in the long run, with teachers being the cornerstone of educational advancement. Public English courses are compulsory or selectively required courses for students of all majors in higher vocational colleges, and the teaching effectiveness and goals of the public English courses in vocational colleges are directly related to the internationalization of instruction and the quality of vocational talent cultivation in China. Public English teachers in higher vocational colleges serve as the mainstay of public English education in Jiangxi province in China, with their status quo, teaching abilities, and nurturing qualities being crucial factors in achieving the objectives of public English courses.

The vocational college English teachers are the main body for vocational college English teaching, and their teaching abilities and educational levels are related to the effectiveness of cultivating the cross-cultural communication abilities of nearly 700,000 full-time students in more than 60 vocational colleges in Jiangxi province. Currently, Jiangxi's vocational college English teachers are under multiple pressures such as reduced teaching hours, weak English foundations of students, and urgent requirement to elevate talent training goals. How to accurately and deeply analyze the existing problems in the construction of vocational college English teachers team, and comprehensively and systematically explore the paths for the team construction is a common challenge faced by Jiangxi's vocational college English teaching, and also a key to achieving the teaching goals of Jiangxi's vocational college English courses.

Literature review

In recent years, Chinese domestic scholars have conducted in-depth research on the ideological and political construction of curriculum for vocational college teachers, teachers' professional development, public English teaching in vocational colleges, the cultivation of "double-qualified" teachers etc., and have achieved certain research results. By searching CNKI with "vocational college public English teachers" as the keyword for article titles, the authors retrieved a total of 330 Chinese academic papers, including 34 journal articles published since 2022. For instance, Zhan (2022) and others have researched the enhancement of ideological and political education capabilities among public English teachers. Zhang (2017) and other scholars (Zheng, 2023; Liu, 2024) have preliminarily explored the issues and pathways in the development of vocational college English teachers. Still others (Huang & Zeng, 2021; Chi & Huang, 2024) have conducted beneficial explorations on the construction of "double-qualified" teacher teams. Zhang (2023) and his colleagues have conducted preliminary investigations into the school-enterprise cooperation mechanism. The author (Peng, 2024) recently conducted a preliminary analysis of the current status of the construction of public English teaching staff in vocational colleges in Jiangxi Province.

Overseas scholars' researches and reforms on teacher education originated in the United States, beginning with Fuller's (1969) "pre-service concerns" research on teachers. The overseas research achievements on teachers' professional development mainly focus on the connotation of

teachers' professional development (Perry, 1980) and the pathways for teachers' professional development. However, the author has not yet found any literature specifically addressing the development of public English teachers in vocational colleges.

The aforementioned achievements provide a certain theoretical support for strengthening the construction of public English teaching staff in vocational colleges in Jiangxi Province, yet there are still deficiencies.

Firstly, existing researches mainly concentrate on public English teaching in vocational colleges, the ideological and political construction of their curricula, while researches on the construction of public English teaching staff in vocational colleges remain relatively scarce.

Secondly, the existing researches on the construction of public English teaching staff in vocational colleges primarily focus on teachers' professional development, with insufficient studies on the government, colleges, and enterprises that definitely influence teacher development.

Thirdly, the existing researches on the construction of public English teaching staff in vocational colleges in Jiangxi Province are not yet comprehensive or systematic. To advance this construction, further efforts need to be taken..

Methodology

The research team utilized "Sojump", an online data collection, analysis and management platform, to conduct a questionnaire survey among 73 public English teachers from 13 key higher vocational colleges across the province. Additionally, telephone interviews were conducted with the directors of public English teaching and research offices in some relevant higher vocational colleges. Through these surveys, we gained insights into the current status of higher vocational education in Jiangxi Province, the status quo and expectation of the construction of public English teaching staff.

To enhance the pertinence, scientificity, and operability of countermeasures and suggestions related to the construction , the research team also consulted relevant materials on the construction of public English teaching staff in higher vocational colleges and the study of new curriculum standards, providing theoretical foundations for the research project. The relevant materials were then analyzed, summarized, and concluded to clarify the major issues and deficiencies in the construction of public English teaching staff in higher vocational colleges in Jiangxi Province.

Significance of Strengthening the Construction of Public English Teaching Faculty

In recent years, Jiangxi Province has accelerated its reform in vocational education, striving to improve its intrinsic quality and explore the "Jiangxi Plan" for vocational education. Since January 2019, Jiangxi has implemented the "High-level Higher Vocational Colleges and Advantageous Specialty Construction Plan," established the G10 Alliance of Higher Vocational Colleges in 2020, and became the third province in China to build a national demonstration zone for the innovative development of vocational education through provincial-ministry collaboration. In 2022, Jiangxi was among the six provinces pioneering the exploration of a new model for

modern vocational education system reform. With Jiangxi vocational education ascending to the forefront nationally, the high-quality development of vocational education necessitates the construction of a high-level teaching faculty. Under the background of global economic globalization and China's unwavering efforts to fully expand its opening-up, and with the in-depth implementation of the "Belt and Road" strategy, the demand for inter-disciplinary talents with international competitiveness and future employment competitiveness has continued to increase (Lin, 2024). Public English teachers in higher vocational colleges in Jiangxi Province, as an indispensable and important force in the teaching faculty, have a direct impact on the internationalization level of vocational education and the achievement of the high-quality development goal of vocational education in Jiangxi province.

The release of the *Curriculum Standards for Higher Vocational Education English* (hereinafter referred to as the "New Curriculum Standards") by the Ministry of Education of the People's Republic of China in March 2021 sets forth specific requirements for public English teaching, including upholding the principle of cultivating virtue and morality, and fostering four core competencies – cross-professional communication in the workplace, multicultural exchange, language thinking enhancement, and autonomous learning improvement (2021). The "New Curriculum Standards" not only highlights the professionalism of vocational public English courses and the continuity of English education across different stages, but also highlights the new goal of cultivating humanity in vocational public English. "Taking the theme categories of the basic modules in the "New Curriculum Standards" as an example, the theme categories include profession and individual, profession and society, profession and environment. Each theme includes several topics, and each topic includes several subtopics. From theme to topic, it is closely related to the direction of education. The "New Curriculum Standards" requires that the learned content can guide students to form correct values, healthy emotional character, and strong key abilities, and strive for moral education and personal contribution to the motherland, nation, and humanity" (Wen, 2021). Under the background of "new curriculum standards", a team of high-level vocational public English teachers to achieve the goal of cultivating high-quality technical and skilled talents is highly needed. To provide a sufficient number, reasonable structure, noble teacher ethics, new educational concepts, strong reform awareness, high teaching level, and strong practical ability of vocational public English teachers for the implementation of the new curriculum in higher vocational colleges is the meaning for improving the quality of talent cultivation and education, and achieving the goal of "Cultivating Virtue and Morality" in the vocational public English curriculum in Jiangxi Province.

Issues in the Construction of Public English Teaching Faculty

It is found in the research that there are several prominent problems in the construction of the public English teaching faculty in Jiangxi higher vocational colleges when implementing the "New Curriculum Standards." These include improper professional development orientation, unreasonable teacher structure ratios, imbalanced teacher ability development, indistinctive

faculty characteristics, and inadequate fulfillment of moral cultivation objective. Many English teachers have a relatively weak concept of educational globalization, failing to realize the importance and urgency of accelerating the development of internationalization. They lack motivation for their own professional development and find it difficult to meet the new standards and requirements of the "New Curriculum Standards" for English talent cultivation in China (Zheng, 2023).

Improper Professional Development Orientation

Since 1999, the expansion of college enrollment has forced college English teachers to bear relatively heavy professional teaching tasks on the one hand, and lack systematic and professional on-the-job training on the other hand, resulting in a lag in the improvement of teachers' professional competence (Chang, 2014). Surveys reveal that nearly 30% of public English teachers in Jiangxi higher vocational colleges teach over 500 class hours per year, with more than 50% teaching over 400 class hours. Most lecturers have an annual workload exceeding 500 teaching hours, with an average weekly requirement of more than 16 class hours. This indicates an excessive teaching workload for public English teachers. Due to the historical reasons and the influence of social environment, leaders in higher vocational colleges, department heads, and public English teachers themselves tend to view public English teachers as mere "pedagogues" – tools for imparting knowledge. Many teachers still employ outdated methods such as cramming method for teaching, neglecting the enhancement of essential teaching capabilities like professional knowledge, cultural literacy, and foreign language skills (Li, 2023). Professor Wen Qiufang from Beijing Foreign Studies University points out that the "New Curriculum Standards" explicitly state the English course's mission to thoroughly implement the Party's educational policy and fulfill the fundamental task of cultivating virtue and morality, embodying both instrumental and humanistic attributes (Ministry of Education of the People's Republic of China, 2021). The previous curriculum standards, particularly those from 1993 and 2000, emphasized the instrumental aspect while overlooking the humanistic dimension(Wen, 2021). This highlights a significant misalignment between the current position of public English teachers in Jiangxi and the new requirements set by the "New Curriculum Standards."

Unreasonable Teacher Structure Ratios

Gender Imbalance: Among respondents, female public English teachers account for 87.67% in Jiangxi higher vocational institutions, indicating severe gender imbalance. This imbalance can potentially hinder teaching and research activities and negatively affect the construction and development of the public English teaching and research teams, as well as students' enthusiasm and learning outcomes.

Imbalance in Academic Titles: Research shows that senior-level teachers make up 41.10% of the public English teaching faculty, while intermediate-level teachers account for 42.47%. There is a backlog of intermediate-level teachers, leading to a low proportion of senior titles in the public

English teaching faculty. Due to the limitations in the number of job positions and the unique nature of public English courses, this significantly affects the career development of public English teachers.Public English teachers in higher vocational colleges have gradually felt the crisis of being "marginalized", but they lack rational thinking about "why they need to transform and develop" (Wen, 2023). A sense of burnout and anxiety prevails among many teachers, causing some to adopt a passive attitude towards self-improvement, which undermines the self-construction of the public English teaching faculty and hinders its sustainable development（Peng, 2024）.

Imbalanced Teacher Ability Development

Imbalanced development of the abilities of public English teachers is a trend in the construction of public English teaching faculty in Jiangxi higher vocational colleges, and also an important reason that affects the high-quality development of the teaching faculty.

Uneven Balance between Teaching and Research Abilities: being strong in teaching but weak in doing research is a prevalent phenomenon among public English teachers in higher vocational colleges, which acts as a bottleneck hindering improvements in public English teaching quality and impedes the mutual reinforcement of teaching and research (Chang, 2014). The average level of vocational colleges in Jiangxi has improved, enhancing the research consciousness of public English teachers to a certain extent, but outstanding teachers with strong teaching and research abilities are concentrated among only a few individuals. The overall enthusiasm for research among public English teachers is relatively low, and they face shortcomings in research capability and output. Consequently, there is an imbalance in teaching and research abilities among teachers.

Imbalance between imparting knowledge and teaching ideological and political theories: with the promotion of "Ideological and Political Theories teaching in All Courses" in Jiangxi higher vocational colleges, significant progress has been made in the construction of ideological and political nurturing in vocational public English courses. However, public English teachers generally lack sufficient awareness and competence in this area. The fusion of "knowledge + vocation + values education" in public English courses remains inadequate, constraining the all-round development of talents and indirectly impeding the realization of the "Cultivating Virtue and Morality" goal of public English courses.

Imbalance between theory instruction and practical nurturing abilities: public English teachers in Jiangxi higher vocational colleges tend to focus more on theoretical knowledge transmission rather than practical instruction. Approximately one-third of teachers have participated in relevant national English teaching training in the past five years, and less than one-fourth have undergone practical training in enterprises. Insufficient opportunities for personal skill development and the lack of practical training experience in enterprises directly lead to inadequacies in practical nurturing abilities among public English teachers（Peng, 2024).

Indistinctive Faculty Characteristics

The phenomenon of homogenization in Jiangxi higher vocational colleges is severe, and a majority of higher vocational colleges "focus their attention on how to attract students to register, paying little attention to the characteristics construction of the majors, which results in the loss of advantageous positions for originally distinctive majors and gradually blurs the boundaries between colleges" (Duan, 2019). Similarly, public English faculty construction in Jiangxi higher vocational colleges suffers from the homogenization. Most English teachers in higher vocational colleges have a single professional background. The vast majority of English teachers from the undergraduate stage to the graduate stage majored in English linguistics and English education. Under the traditional educational background, the professional knowledge structure of foreign language is simple, and it is biased towards the teaching of pure language knowledge, which is not linked to other disciplines (Zhang, 2017). The construction of the teaching faculty, especially the public English teaching faculty, has not been combined with their own characteristics of majors, and the highlighting of the characteristics of their majors is seriously insufficient. They often do not integrate their unique cultural connotations and professional specialties into the requirements for public English teachers, resulting in a serious homogenization problem and inadequate showcasing of school-specific characteristics.

Inadequate Fulfillment of Moral Cultivation Objective

The requirements of "New Curriculum Standards" for public English teaching in higher vocational colleges are to "Adhere to the Cultivation of Students' Morality and Core Quality," which means the goal of vocational education is not merely to produce skills-oriented talents but to cultivate all-round developed talents with expertise, foreign language skills, and cultural literacy. This requires higher vocational public English teachers to have not only excellent English professional quality, but also profound cultural literacy and a strong sense of virtue. However, the current construction of the public English teaching faculty in Jiangxi Province focuses more on enhancing teachers' English professional quality while relatively neglecting their cultural literacy, innovative awareness, and morality nurturing consciousness. Due to the inadequacies in teacher abilities and misunderstandings about the course objectives, the "cultivating virtue and morality" goal of public English courses in Jiangxi Province remains unrealized.

Establishing a "One Body, Two Wings, Three Parties Collaboration" Mechanism

The "New Curriculum Standards" have set forth high-quality development requirements for public English course construction in higher vocational colleges in China and imposed advanced level expectations on the comprehensive qualities of public English teachers. Against the backdrop of rapid growth in vocational education in Jiangxi, teaching conditions and living conditions have notably improved for faculty members in higher vocational colleges, including those teaching public English. This has led to an environment where public English teachers now have access to a richer and more convenient array of information resources. Such improvements provide both

impetus and favorable conditions for expediting the development of the public English teaching faculty within higher vocational colleges. To genuinely advance the construction of the public English teaching faculty in these institutions and realize the curriculum development goals outlined by the "New Curriculum Standards," it is essential to benchmark against these standards, scientifically position the professional identity of public English teachers in higher vocational education, and elevate their sense of agency for self-development. To this end, a dual-motivation approach should be adopted by strengthening talent recruitment and in-service teacher training, functioning as the two wings driving the process. Furthermore, a tripartite collaboration mechanism involving the government, schools, and enterprises must be established to collectively propel the new phase of development for the public English teaching faculty in higher vocational education throughout Jiangxi Province.

Redefinition of the New Role of Public English Teachers

The new requirements set by the "New Curriculum Standards" necessitate a shift in the role of public English teachers in higher vocational colleges in China, and require vocational English teachers to impart English knowledge through curriculum teaching, enhance the professionalism of curriculum education in accordance with the vocational education, combine the inheritance of vocational English culture, and achieve the teaching goal of cultivating virtue and morality, in order to achieve the humanistic education of vocational English curriculum in Jiangxi Province. Under the background of curriculum reform, college English teachers are inevitably faced with career transformation: they are no longer 'Chinese' teachers specializing in teaching language knowledge and language skills, but should set up college English extension courses according to students' interests and needs to further improve their teaching and research professional abilities(Li, 2022). Educational leaders, relevant departments, and public English teachers themselves must break away from traditional views that limit teachers to mere knowledge transmitters. They should redefine the roles of public English teachers as facilitators who integrate knowledge-based, vocational, and moral education functions and position them as leading figures in fostering virtue and morality.

Self-Development Awareness of the "Main Body"

Teachers themselves are the primary driving force behind their professional development. Public English teachers in Jiangxi higher vocational colleges should adopt a forward-thinking mindset, proactively align with the "New Curriculum Standards," and adapt to the new demands for public English teachers in the modern era.

Cultivating a Lifelong Learning Mindset: Teachers should develop career plans, actively respond to changes, make full use of new media, enhance learning through online education, distance education, etc., and continuously improve their professional development levels. They can learn about advanced educational concepts and teaching methods to enhance their teaching abilities（Liu, 2024).

Boosting Research Capacity and Promoting Synergy between Teaching and Research: Teachers should transform from traditional "Pedagogues" into research-oriented educators, keeping abreast of cutting-edge theories in their field, including those related to public English courses. By deepening theoretical research, they can promote the coordinated development of their teaching and research capabilities, thereby enhancing both teaching quality and nurturing ability.

Strengthening Practical Nurturing Abilities and Highlighting the Vocational Nature of Public English Courses: Teachers should actively engage in corporate practice and collaborate with high-skilled professionals to keep up-to-date with practical knowledge in their discipline. This will ensure synchronous enhancement of their knowledge transfer and practical guidance abilities.

Elevating Ideological and Political Nurturing Abilities and Highlighting the Humanistic Nature of Public English Courses:Under the "Ideological and Political Education" education pattern in the new era, the ideological and political education in foreign language courses is an indispensable part of talent cultivation in colleges and universities (Zhan, 2022). Public English teachers should enrich their understanding of Chinese traditional culture and actively participate in curriculum and textbook reforms to cultivate international cultural exchange and Chinese cultural inheritance capacities. This effort will contribute to the internationalization of vocational education and help achieve the goal of cultivating virtue and morality in public English courses teaching in Jiangxi.

"Two Wings" Mode for the Construction of Teacher Faculty

Recruitment and training are two decisive aspects for the construction of teachers faculty. By expanding the channels of talent recruitment, carrying out the training of teachers' ethics and teaching skills, the highly skilled talents of enterprises can be trained as college teachers; Through the mode of enterprise practical training, the vocational public English teachers are trained into "multi-talented" teachers to meet the requirements of "New Curriculum Standard".

Expanding Talent Recruitment Channels: higher vocational colleges should reform the selection mechanism for public English faculty, diversify recruitment channels and solve the problem of unreasonable overall structure and insufficient level of teaching faculty through "Recruitment". Although vocational colleges have paid adequate attention to enterprise work experience in the process of teacher recruitment in recent years, the proportion of teachers with the experience recruited is less than 20% (Huang & Zeng, 2021). At present, public English teaching faculty in Jiangxi vocational colleges mainly come from graduates of English majors. Teachers lack practical experience from the classroom to the classroom. Public English teaching faulty in higher vocational colleges should adhere to the comprehensive assessment of English major and foreign language application practical ability, expand talent recruitment channels, especially high-skilled professionals with strong English proficiency and practical application abilities from foreign trade enterprises, change the problem of relatively single source of teaching staff and lack of prominent professional characteristics from the top-level design level. When recruiting talents, it is necessary to appropriately increase the proportion of male teaching faculty

to change the serious imbalance in the structure of public English teaching faculty in vocational colleges from the source. Through talent recruitment, the academic ability, gender structure, and experience of the public English teaching faculty in Jiangxi higher vocational colleges can be continuously optimized.

Reinforcing Teachers' Practical Skills Training: higher vocational colleges can use a combination of "Sending out" and "Inviting in," as well as "Online" and "Offline" methods to strengthen public English teachers' practical teaching skills.

Extending Training Channels: Strengthen corporate training for public English teachers through "sending out" to enhance their practical teaching abilities. The government should support high-level universities to jointly carry out the integrated training of vocational education teachers with higher vocational colleges and enterprises, and optimize the implementation of the plan to improve the quality of teachers in vocational colleges (Document of the CPC Central Committee and the State Council, 2024). Currently, the practical ability training of public English teachers in many higher vocational colleges are self-initiated without systematic planning or coordination by colleges, which hampers enthusiasm of teachers to go to enterprises for training and effectiveness of their participation in practical training. Jiangxi higher vocational colleges should identify their current situation and practical needs, leverage provincial and national resources to establish public English practical training bases, and increase efforts in improving practical teaching skills.

Innovating Training Modes: Increase the frequency of "Inviting in" and actively carry out public English practical ability training. Based on the development needs of teacher literacy, economic development, and the construction needs of " Double-qualified " teachers in Jiangxi Province, Jiangxi higher vocational colleges should regularly invite English-speaking high-skilled professionals from local enterprises to conduct on-campus practical teaching ability training sessions, thus reinforcing teachers' practical skill development.

Leveraging Information Technology: Utilize "Internet +" to improve English teachers' practical teaching ability. Online training is an important supplement to offline training and an important way for teachers to improve their own abilities. Local governments and Jiangxi vocational colleges can purchase online learning resources and organize teachers to enhance their English practical teaching abilities through platforms and phone apps like "SuperStarLearn" and "Rain Classroom".

Three Parties Collaboration

School-enterprise cooperation is one of the effective and important means for colleges and universities to cultivate qualified teachers, and the government’s corresponding policy support, funds investment plays a coordinating role between colleges and enterprises(Chi & Huang, 2024). In December 2019, Jiangxi Province issued the "Reform Implementation Plan for Vocational Education in Jiangxi Province," outlining 6 main reform tasks and 25 specific measures, serving as a comprehensive reform blueprint for vocational education tailored to the province's socioeconomic development. The construction of the public English teaching faculty in Jiangxi's

higher vocational colleges is a systemic project requiring not only the activation of teachers' self-development initiatives but also the coordination of government authorities, strategic planning in higher vocational colleges, and active participation from enterprises. This synergy aims to establish a "government-school-enterprise" three parties collaboration framework to jointly advance the development of public English teaching faculties.

Colleges Fulfilling The Responsibilities as the "Principal Entity"

Higher vocational colleges have autonomy over staffing decisions and the construction of public English teaching faculty in Jiangxi vocational colleges is mainly carried out in each higher vocational college. As the core of the "Government-school-enterprise" collaboration mechanism, leaders of vocational colleges and relevant functional departments need to effectively fulfill their main responsibilities in public English teaching faculty construction.

Adhering to Problem-Oriented and Reasonable Planning of Public English Teaching Faculty construction. Based on the new requirements for public English teachers under the "New Curriculum Standards" and the existing problems in the construction of higher vocational public English teaching faculty, colleges should promptly revise and improve the systems governing the recruitment, training, and evaluation of public English teachers. This systemic adjustment will provide a basis for the new development of the public English teaching faculty, guiding its rational growth.

Adhering to Moderate Tilt and Increase Funding and Policy Support for the Construction of Public English Teaching Faculty in Higher Vocational Colleges: Compared to specialized courses, public English courses tend to be marginalized. Higher vocational colleges should align with the "New Curriculum Standards" and emphasize the improvement of public English teachers' practical teaching abilities. They should provide more support for teachers to undertake corporate training, and consider the special nature of public English courses and the low proportion of senior titles when conducting teacher evaluations. Adequate financial and policy support should be provided to facilitate teachers' development and expansion of their professional space.

Implementing Rational Guidance and Giving Full Play to the Role of a Teacher's Assessment: In setting job responsibilities and assessment criteria for public English teachers, higher vocational colleges should change the traditional emphasis on teaching over research and neglect of practical experience. Instead, they should increase requirements for practical teaching and research, reasonably reduce classroom instruction workload, and liberate teachers from the confines of being solely "pedagogues." Teachers should be guided to plan their personal development around the "New Curriculum Standards."

Government Fulfilling Its Due Responsibility as the "Supervisor" of Education

As the leading authority in education administration, the government plays a pivotal role in establishing the "government-school-enterprise" collaborative mechanism.

Playing a Leading Role in Promoting School-Enterprise Cooperation: School-enterprise cooperation is one of the effective and important means for colleges and universities to build a "double-qualified" teaching staff. The government needs to provide corresponding policy support, funding input, and play a coordinating role between colleges and enterprises (Chi & Huang, 2024). We should fully coordinate relationships between schools and enterprises, promoting deep cooperation and mutual benefit, jointly construct a three-party collaboration mechanism involving the government, schools, and enterprises to refine the system for the development of public English teachers in higher vocational education in Jiangxi Province (Zhang & Xiao, 2023).

Providing Policy Guidance for Provincial Public English Teacher Development: Offer policy support for the development of public English teaching faculty across the province in the aspects of talent recruitment, training, and title evaluation and appointment. Provide financial and policy support to enterprises participating in school-enterprise collaborations, encouraging and supporting their involvement in the development of public English teaching faculty, thus fostering collaboration between the government, schools, and enterprises in this domain.

Exerting Comprehensive Coordination in Conducting Public English Teacher Training: Leverage high-quality resources within and outside the province to build a provincial community of practice for public English teachers. Coordinate and organize training programs focused on the shared knowledge and practical skills of all public English teachers, advancing the construction and development of the provincial public English teaching faculty.

Enhancing the Key Role of Enterprises in the Construction Process

Enterprises play an indispensable role in boosting the development of the public English teaching faculty in higher vocational colleges. The deep and effective engagement of related enterprises, particularly those in foreign language and trade sectors, is crucial to improving and enhancing the practical teaching abilities of public English teachers in Jiangxi higher vocational colleges.

Strengthening Corporate Responsibility in Advancing Vocational Education: It is meaningful to give full play to the role of school-enterprise cooperation to actively seek enterprises that can develop cooperation according to the professional development needs of English teachers in vocational colleges, building a platform, promoting the effective integration of education and practice (Zhu, 2017). Despite the current lack of enthusiasm among enterprises in participating in Jiangxi higher vocational education and the phenomenon of one-sided enthusiasm in school-enterprise collaboration, it is essential to recognize the mutually beneficial and reinforcing relationship between vocational education and enterprise development . Only high-quality vocational education can supply enterprises with a high-level workforce. Enterprises should embrace the spirit of entrepreneurship and reinforce their sense of responsibility in promoting vocational education.

Playing a Key Role in Public English Teaching Faculty Construction: Through the "government-school-enterprise" three parties collaboration mechanism, enterprises can actively

expand their partnerships with higher vocational colleges and implement a "dual-cultivation" project to foster the development of the public English teaching faculty. On the one hand, support higher vocational colleges to train experienced high-skilled professionals into top-tier public English teachers, making these individuals an important source of high-quality faculty members. On the other hand, build a practical training platform for public English teachers in higher vocational colleges, encourage and support the teachers to participate in practical training in enterprises, and through participating in the real production activities, teachers can apply English in industry practice and deepen professional knowledge and skills (Shi, 2024).

By synergistically combining forces through the "government-school-enterprise" collaboration, aligned with the requirements of "New Curriculum Standards" course construction, the balanced and high-quality development of public English teaching faculties in Jiangxi higher vocational colleges will optimize the structure of the teaching faculty, elevate the overall standard of public English teachers, and provide necessary intellectual support to realize the "New Curriculum Standards" teaching objectives and propel the high-quality development of vocational education.

Discussion

This study aims to comprehensively understand in Jiangxi's vocational colleges the issues existing in the construction of the public English teaching faculty, including improper professional development orientation, unreasonable teacher structure ratios, imbalanced teacher ability development, indistinctive faculty characteristics, and inadequate fulfillment of moral cultivation objective. To systematically and comprehensively enhance the level of the public English teaching faculty and achieve the talent cultivation objectives outlined in the "New Curriculum Standards," this research draws upon some Chinese scholars' relevant research findings on the construction of public English teaching faculties in vocational colleges and formulates a systematic solution based on the "one body, two wings and three parties collaboration."

The solution adheres to a systematic approach, focusing on how to stimulate teachers' subjective awareness, expand channels for teacher recruitment and training, and leverage the collaborative efforts of the three parties(government, schools, and enterprises) that influence teacher development. Compared with other researches which tend to solely focus on teachers' professional competencies, the construction of dual-qualification teachers, or the development of ideological and political education in courses, this approach offers a more comprehensive and systematic perspective. This study specifically addresses the issues in the construction of the public English teaching faculty in Jiangxi's vocational colleges and proposes targeted measures, making the research findings more relevant. The results of this study provide guidance for Jiangxi's higher education institutions to accelerate the construction of the public English teaching faculty under the background of the "New Curriculum Standards" with both theoretical value and practical significance.

However, this study lacks direct investigations on the perspectives of the government, enterprises, and students, with relevant data primarily borrowed from previous scholars' research outcomes. The effectiveness and accuracy of the specific measures proposed require further validation and improvement through practical application. As for the next step, the research team intends to continue conducting in-depth research and studies, aiming to produce more scientific and effective research outcomes grounded in practical experience.

Conclusion

High qualified teachers are the guarantee for achieving the talent training objectives of the "New Curriculum Standards" for vocational college English teaching. This study aims to address the issues existing in the construction of public English teacher staff in vocational colleges in Jiangxi Province and explores the "one body, two wings and three parties collaboration" approach for teacher team development. Centering on the requirements of the "New Curriculum Standards", we think it is important to continuously strengthen the balanced and high-quality development of public English teacher teams in vocational colleges, because it will help optimize the structure of public English teacher teams, enhance the overall level of the teachers in these colleges, provide necessary intellectual support for achieving the teaching objectives for public English courses, and promote the high-quality development of vocational education in Jiangxi Province.

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