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Exploration and Research on Industry English Teaching Model in Higher Vocational Colleges Based on “Internet +”

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ABSTRACT

With the continuous deepening of the new curriculum reform, quality education has received much attention. In the teaching of higher vocational education, the cultivation of students' comprehensive application ability is increasingly important. In the “Internet +” era, education informatization has become a new trend in its development, but at present, the industry English teaching in higher vocational colleges is still dominated by the traditional teaching model, and there is a widespread phenomenon of “taking emphasis on theory and ignoring practice.” In English teaching in higher vocational colleges, industry English teaching is very important, and it plays a very significant role in the cultivation of students' professional English skills. Based on the overview of industry English, this paper puts forward the status quo and countermeasures of the industry English teaching in the “Internet +” era, and analyzes the feasibility of the reform of the industry English teaching model in higher vocational colleges, hopes to provide references for the development of China's industry English teaching in higher vocational colleges.

1. Introduction

In higher vocational education, English is an important public basic course. It aims at cultivating high-quality skilled talents and focuses on cultivating students' comprehensive ability to use English in order to meet the needs of the industry's diplomatic talents. The industry English course has obvious professional characteristics, which plays a very important role in the English processing of vocational students and the cultivation of future career-related business capabilities.

2. The Overview of Industry English

For non-English majors, industry English is a public

English teaching content, and its distinctive feature is public English. Auxiliary professional teaching is its main purpose. Therefore, it is different from professional English and also has significant differences from Basic English. Specifically, the difference between it and professional English is mainly:

(1) For industry English, it is the enlightenment of Basic English. In the vocational English teaching, it mainly involves the basic knowledge of related majors. The language skills are comprehensively set according to the requirements of industry and language, and the professional English category is more extensive and deeper.

(2) Industry English is an important teaching content in vocational English education. It is a curriculum

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transition from basic to professional, and public English teachers are responsible for teaching. Professional English is a professional course and is usually taught by a professional teacher.

(3) Industry English is different from professional English in terms of teaching objectives, content and methods. In terms of content, the traditional Basic English teaching content is mainly language and culture, and the teaching process pays more attention to basic language skills such as listening, speaking, reading, writing and translating. The industry English teaching content is based on various professional workflows, reflecting the needs of their careers and positions through teaching, and simulating work situations to improve students' professional operation and language use.

3. Analysis of the Status Quo of Industry English Teaching in Higher Vocational Colleges in the “Internet +” Era

At present, many higher vocational colleges have begun to pay attention to industry English teaching, but in actual teaching, the following problems still exist:

(1) Industry English textbooks have different levels of research and development. For the preparation and publication of the industry English textbook, the education management department has not yet formulated a unified plan, and the research and development of the textbook is still in the exploration stage. The content of the current textbooks is quite confusing. For example, because there is no in-depth study of the actual workflow, careful analysis and research, the contents of the food are not consistent with the actual situation, and the English language skills and work content are poorly integrated.

(2) The independent development of vocational colleges and self-developed teaching materials makes the lack of a unified teaching system and model for industry English teaching. Industry English requires different majors and different teaching materials, but some higher vocational colleges do not have the ability to develop a complete teaching system that meets the needs of different English teaching. As industry English teachers in higher vocational colleges, we should go deep into the enterprises and the professions, learn from the recommendations of enterprises and professionals, and develop the industry English textbooks suitable for the application of students in higher vocational colleges according to the professional characteristics of students.

4. The Teaching Strategy of Industry English Teaching in Higher Vocational Colleges in the “Internet +” Era

4.1 Innovative Teaching Model, Complement Classroom Teaching

For some specific types of industry English, the use of paper textbooks and PPT courseware for teaching is boring, students' willingness to learn and enthusiasm is not high. For example, mechanical English, for the structure, operation, mold type, use, molding, application of laser technology, etc. related to CNC machine tools, combine rich picture or 3D animation, audio and video and other teaching resources to simplify and intuitively display teaching content and attract students' attention. These supporting teaching resources such as pictures, animations, audio and video, etc., cannot be just a short-lived in the classroom teaching, to meet the needs of students at any time, so the campus network or professional group becomes an effective way.

Therefore, we should make full use of the network means and gradually extend the essence of classroom teaching. Formally speaking, due to factors such as class time, relying on classroom teaching cannot fully realize the meaning of industry English teaching. With the aid of the teaching model of the micro-course, the students can present the basic knowledge of a certain language industry in order to make up for the lack of classroom teaching and meet the different needs of students. Or give full play to the advantages of the network, establish QQ or WeChat group, connect students, English teachers and professional teachers together, and strengthen the classroom teaching by asking questions and answering doubts on the basis of strengthening the interaction between teachers and students.

4.2 Enrich the Forms of Practical Activities by Using Network Resources

For the practical content, it is necessary to take the basic knowledge, ability and quality of the industry as an opportunity to ensure that the language skills training can meet the basic norms and requirements of the industry. From a formal point of view, in the design and organization of language skills training, the development of Basic English teaching is increasingly complete, the level is clear, and the industry English supporting practice design can be used for reference. It is important to note that the focus of the two is different and the language as a whole has changed. In addition, the practice form is not entirely based on the pen end, written on paper, record-

ing, shooting and making audio and video, more popular with students, especially the practice design. From organizational forms to classroom exercises, after-school assignments, second classroom activities, individual activities and group tasks, the key is to have clear goals, timely feedback and implementation.

4.3 “English Teaching Practical Training Week”

In the actual teaching, learn from the experience of “Professional Practical Training Week”, explore the feasibility of “Industry English Language Practical Training Week”, supplement and strengthen classroom teaching, which is very important for the improvement of students’ language skills training. Combined with the teaching of relevant professional courses, students will develop intensive and purposeful basic language skills training, which is the basic goal of language practical training.^[1]

When conditions permit, it is best to conduct language practical training at a professional practical training base. The real language environment can stimulate students’ enthusiasm and enthusiasm for participation in practice and inspire their thinking and expression skills. In addition, the flexibility of the seat in the practical training base is conducive to the implementation of group-level language activities. Before the practical training, the English teacher should be prepared to design and write the corresponding language practical training manual, which specifically and quantifies the tops and requirements of the objectives, content, steps and organization of language activities and exercises, and objectively evaluates students’ participation in various language activities, activities, capabilities and presentations.

4.4 Teachers Should Improve Their Own Comprehensive Quality

At present, in the vocational English teaching, the professional or English teacher is generally responsible for teaching, and the level is different. In contrast, English teachers are closer to teaching. Industry English Teaching is not teaching about the industry and profession, but teaching English, but it is not entirely English, which is based on the basic knowledge of the industry, basic skills and literacy, through a variety of practical exercises, the basic skills and comprehensive application skills of the students in the industry are cultivated. Based on this, English teachers can give full play to their own language ability advantages, and they are proficient in teaching rules, techniques and methods, and carry out teaching activities around language skills training.

5. The Operability of the Reform of Industry English Teaching Model in Higher Vocational Colleges

5.1 Do a Good Job of Curriculum Setting

In the context of the transition from general English teaching to professional English teaching, the industry English curriculum has received much attention. Industry English has the versatility of language courses and has certain requirements for students’ English proficiency. This is a great challenge for high vocational students with poor English foundation. Therefore, many vocational colleges set the course based on the basic industry English, gradually infiltrating the English content in the Basic English teaching, and gradually transition to the industry English teaching to achieve the expected teaching goals.

5.2 Teaching Faculty Construction

In the industry English teaching, the quality of the teacher is the key to teaching, which puts new demands on the teacher. Higher vocational English teachers must have certain English language knowledge and teaching skills, and industry expertise and practical experience are also critical.^[2] At present, in the reform of English teaching in higher vocational colleges, the over-representation of Basic English teachers to industry English is an inevitable requirement. This is a great challenge for teachers who have rich teaching experience but lack of knowledge in the industry. Therefore, the construction of the English faculty can start from the following aspects:

(1) Improve the teacher industry and self-development awareness. Ordinary English teachers should consciously accept re-education, accurately locate the development direction of the industry, fix the professional industry English, study the major in depth, strengthen communication with professional teachers, discuss and exchange and cooperate with each other, and improve their professional knowledge as much as possible.^[3]

(2) Strengthen industry practice and change to the goal of double-position teachers. The lack of background and practical experience in vocational education is a common problem for English teachers in vocational colleges. Encourage English teachers to go deep into the company to work, practice the job and process, understand the talent needs and common work problems, and on this basis, better understand the teaching content and promote the teaching to meet the needs of social development.

(3) Optimize the environment of industry English

development. Higher vocational colleges can hire enterprise backbones to enter school training, integrate case-work with training courses through case-based teaching, or encourage teachers to go out and participate in industry English teaching reform training.

5.3 Effectively Integrate Learning Resources

In the industry English classroom teaching, textbooks are an important learning resource. The teacher should proceed from the student's work needs, reasonably arrange the teaching content and make appropriate adjustments, additions or reductions so that the teaching content meets the professional needs and can be flexibly applied to practical work. At the same time, the teaching content is not too difficult and can be accepted by most students. In addition, industry English teaching should also provide students with a three-dimensional, open and flexible learning resource channels, for example, the establishment of the industry English course website, sharing information resources such as English cultural knowledge and industry development dynamics, establishing a platform for teachers and students to exchange learning from the classroom to the extracurricular, in order to cultivate students to develop good independent learning ability.

5.4 Establish an Effective Evaluation System

Due to the characteristics of the industry English course, its evaluation method is different from the Basic English. In the new curriculum reform, high vocational English teaching must introduce a diversified evaluation system. This diversified evaluation system mainly focuses on the diversity and openness of the subject, method and content.

(1) Diversity of Evaluation subjects. The industry English evaluation body should include English teachers, students, teams and professional guidance teachers. The evaluation is regarded as the joint responsibility of teachers and students. For students, they can understand their own learning through self-evaluation, and reflect and review.

(2) Diversity of evaluation methods. It is necessary to formulate summative evaluations, such as encouraging students to actively participate in various vocational skill

competitions, but also pay attention to process evaluation, improve the proportion of daily achievements, and stimulate students' participation enthusiasm during the learning process.

(3) Diversity of evaluate contents. Class discussion, group cooperation, homework completion and learning attitudes are included in the evaluation content, focusing on the development of students' learning process and motivation.

6. Conclusion

In summary, in the vocational English teaching, combined with the industry English vocational skills training, the construction of a new teaching model, which is a great challenge for vocational English teachers. Properly setting up the course will promote the perfect integration of the foundation and industry English to a certain extent. Strengthen the construction of the teaching staff and improve the quality of the double-skilled team. Integrate teaching resources, innovate teaching content and methods, reform the evaluation system, attach importance to students' learning process, and cultivate students' team awareness and innovative spirit. Therefore, in the English teaching of higher vocational education, innovative teaching concepts and models are very necessary. It is necessary to take the regional economic development as an opportunity to combine the individual career development needs of students to improve the comprehensive competitiveness of vocational college students.

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