

Strategies for Module Teaching in Public English Teaching in Higher Vocational Colleges

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Abstract: The pace of vocational education reform is constantly accelerating. In addition, effective reforms at the level of curriculum setting and teaching management, innovation, adjustment and optimization in the teaching of specific disciplines are also an inevitable requirement for reform. There are many innovative choices in public English teaching in higher vocational colleges relatively and modular teaching can also become a basic innovative teaching choice. However, it must also be seen that whether the module teaching is carried out or the active role of the module teaching is not simple with resulted in the impact of relevant difficult factors cannot be underestimated. This article will specifically analyze on module teaching in public English teaching in higher vocational colleges and make reasonable suggestions on how to better implement the module teaching.

Keywords: Higher Vocational Education; Public English; Module Teaching

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1 Introduction

Overall, the current level of public English teaching in higher vocational education has been significantly improved compared to the past. The teaching innovation environment is making the application conditions of the series of innovative teaching methods in teaching more and more favorable. Module teaching is currently receiving much attention. Besides, some English teachers in higher vocational colleges are also trying to implement module teaching. However, the progress of

modular teaching places demands many requirements on teachers and it will be affected by many factors. Thus, this also leads to the particularity and complexity of modular teaching. Many teachers are confused on how to carry out module teaching in teaching. Thus, it is necessary to find out effective strategies for module teaching in public English teaching in vocational colleges.

2 Overview of Module Teaching in Public English Teaching in Higher Vocational Colleges

2.1 Definition of Module Teaching

Module teaching is a specific teaching method under the modular teaching theory, which has a strong relationship with project teaching methods. Domestic scholars have conducted research on modular teaching as early as the 1990s^[1]. Modular skill training and competency-based education are two basic forms of modular teaching. Although there are some differences in the emphasis of teaching between the two, the related teaching connotation is closely related to the individual's professional ability training. Domestic scholars have summarized the education theory of "broad foundation and flexible modules" that is relatively suitable for China's national conditions. The broad foundation and flexible modules are based on the education concept of people-oriented and comprehensive education. Firstly, by referring to the requirements for talent training in vocational education, the flexible and reasonable module courses require students to cultivate broad basic humanistic qualities and employment ability. Besides that, it needs to cultivate their qualified professional vocational skills as well. As the modular teaching

theory becomes more and more mature, the connotation of modular teaching becomes more and more abundant respectively. It has been applied to a certain degree in the teaching of many subjects in the vocational education stage, and the modular teaching has gradually become the basic innovative choice in the subject teaching of vocational education.

2.2 Analysis of Module Teaching in Public English Teaching in Higher Vocational Colleges

Module teaching in public English teaching in higher vocational colleges is not only an innovation in teaching form but also a great significance to the enrichment of teaching content and the increase of teaching levels. Besides, from the perspective of students, module teaching is of great significance to the cultivation of students' professional English ability, which is one of great help to increase students' professional English literacy and improve their comparative advantage in employment. Moreover, module teaching is of great significance in public English teaching in vocational colleges. However, the module teaching is not simple and inherent teaching. Deficiency can easily become a specific difficult factor, which also causes a lot of specific problems at the level of module teaching. Although some teachers are actively trying module teaching, public English teaching generally remains in a conservative and single teaching mode. In addition, the level of teaching has not improved significantly, which is related to the impact of a series of constraints. On the one hand, for public English teachers in vocational colleges, they must try module teaching in teaching actively, constantly crack the corresponding difficult factors, clear the specific obstacles of module teaching and ensure that the value of module teaching can be made the most of it.

3 Difficulties of Module Teaching in Public English Teaching in Higher Vocational Colleges

3.1 Old English Teaching Ideas

At present, the teaching concept of public English in higher vocational colleges is more solidified. This is not only a specific problem in the overall teaching, but also a difficult point in module teaching^[2]. Under the background of less pressure on test-oriented education, the teacher and student group pay more attention to how

to obtain a grade certificate or qualification certificate in the process of education and teaching. Besides, people's cognitive limitations on public English teaching in the new era are also limited by teaching concepts and specific performance. This is due to public English teachers have not made timely adjustments to change teaching levels and trends in the new era. Therefore, the people-oriented education concept on which module teaching relies cannot be established. Naturally, it is also very important to carry out module teaching in public English teaching. In addition, outdated teaching concepts will cause the module teaching environment to become very solid. When the module teaching environment is poor, the resistance to module teaching in the overall teaching is relatively large. Through this understanding, when old teaching concepts cannot be changed in a timely manner, module-based teaching at the teaching level is basically impossible to establish and module-based teaching cannot become the basic choice in public English teaching in vocational colleges.

3.2 The Classroom Teaching Model is more Solid

Among the many factors that affect public English teaching in higher vocational education, the impact of teaching mode is the most significant. At this stage, classroom teaching is the main form of teaching. The classroom teaching model is relatively solid, which has not only become an obstacle to the improvement of teaching effectiveness, but also has a more obvious restrictive effect on the module teaching. Through this, teachers mostly explain subject knowledge mechanically, while students learn knowledge passively. The spoon-feeding teaching method has also become the basic choice in solidifying classroom teaching mode. In such a teaching mode, the application space of innovative teaching methods such as modular teaching is very narrow. After teachers have some dependence on inherent teaching methods and rhythms, their enthusiasm for conducting modular teaching will also decrease. Moreover, some teachers have tried module teaching in English teaching, but they have neglected the adjustment and optimization of the teaching mode. This has also led to the unsatisfactory status of module teaching, and public English teaching has become nondescript. In addition, solid teaching mode has a very restrictive effect on the module teaching in public English teaching in higher vocational colleges. In order to make the module teaching a basic teaching choice, it is naturally necessary to effectively adjust and improve the teaching mode.

3.3 Lack of Pertinence in English Teaching Content

In public English teaching in higher vocational colleges, the teaching content often lacks obvious pertinence and purpose. Many teachers are teaching mechanically in combination with textbook content, which not only results in a relatively single content and level of teaching, but also produces module teaching a big impact. In most vocational colleges, there is a lack of close connection between public English teaching materials and professional teaching. It is also an indisputable fact that the lack of internal connection between common public English teaching and highly specialized professional teaching materials^[3]. However, from the perspective of modular teaching, English teaching needs to serve students' professional ability development, which requires a closer relationship between public English teaching content and professional teaching, especially students' professional ability development. It is not advisable to improve the relevant content in teaching materials and professional teaching. When the majors in higher vocational colleges are more diverse, it is difficult for public English teaching materials to consider the characteristics of different majors. Once the overall teaching has an obvious dependence on textbooks, the English teaching content will lack obvious practicality, and it is naturally difficult to carry out modular teaching in public English teaching. Even though some teachers have tried module teaching in the form of teaching, the effect of module teaching is still poor and module teaching in public English teaching cannot provide enough help for students' professional ability improvement.

3.4 Poor Students' Ability Development

In the public English teaching of higher vocational colleges, students' special ability training such as reading and writing are poor. Thus, this has a restrictive effect on the module teaching. Many teachers do not pay enough attention to the training of students' special abilities in listening, speaking, reading, writing, and translation. Most students' English conversation skills are obviously insufficient. Simply explaining the knowledge of words and grammar, supplemented by problem solving will lead to simple repetition of public English teaching. One of the criteria for measuring the actual effectiveness of module teaching is the status of students' professional English special ability development. At this stage, conventional teaching

cannot provide enough help and support for students' special English ability development. The poor special ability development increases the actual pressure of module teaching. Moreover, it is more crucial when students' special skills such as listening, speaking, reading, writing, and translation are weak. Thus, it is difficult for teachers to make more effective innovations in module teaching and for students to cooperate well with module teaching.

4 Specific Strategies for Modular Teaching in Public English Teaching in Higher Vocational Colleges

4.1 Timely Change of Teaching Philosophy

Firstly, it is crucial to pay attention to the adjustment of teaching concepts in order to better carry out modular teaching in public English teaching in higher vocational colleges. It is also very feasible to establish a people-oriented teaching concept and target students' professional ability training which can provide many help^[4]. As an example, Changchun Vocational and Technical College has always attached great importance to innovation in public English teaching. After taking module teaching as a basic teaching innovation option, the school and teachers jointly carried out related planning for public English teaching adjustment and the change of teaching philosophy became a prerequisite. Based on the theory of modular education and supported by scientific teaching concepts, the implementation of modular teaching in specific teaching has also received great support and help. Moreover, other vocational colleges should also recognize the necessity and importance of the transformation of teaching concepts in modular teaching. In addition, change the teaching concept as the basis of module teaching to alleviate the specific pressure of module teaching and provide more support and help for the development of module teaching activities in the overall teaching.

4.2 Constructing a Multi-Dimensional Interactive Classroom Teaching Model

It is more important to construct a multi-dimensional interactive classroom teaching mode, which can also provide a lot of support for the module teaching in public English teaching in vocational colleges. Under the traditional classroom teaching mode, there is less interaction between teachers and students. Module teaching is not only difficult to penetrate the

teaching effectively, but also very difficult to carry out systematic module teaching. Therefore, it is more feasible to construct a multi-dimensional interactive classroom teaching mode and use the teaching interactive process as a medium for module teaching penetration. As an example, teachers can set basic teaching goals in combination with modular skills training and create preparatory tasks in combination with teaching content. Thus, students can learn at their own cost and perform an interactive preview of reading instruction. In classroom teaching, teachers can create some interactive teaching tasks in combination with the training of basic skills such as business letter writing, contract translation, etc. This allow students to discuss and solve tasks in the form of group cooperation and feedback the results to the teacher. Most importantly, under the multi-dimensional interactive teaching mode, teachers can observe the learning performance of students better, which is also very helpful for teachers to analyze the teaching status of the module and adjust the teaching strategy and focus of the module.

4.3 Improve the Connection between English Teaching Content and Student Majors

The connection between the content of public English textbooks in higher vocational colleges and students 'specialty is relatively weak. The module teaching itself needs to cultivate students' professional literacy and vocational ability to a certain degree, as well as move closer to this goal. Thus, this also requires teaching content to maintain close ties with student majors. In the context of Internet plus education, teaching resources on the Internet can become public English teaching resources. Teachers can also collect teaching resources on the Internet under the module teaching concept and make specific courseware. Then, these new teaching resources can become connected with public English teaching and it is an effective media for student majors. As an example, when teaching public English for students majoring in tourism, teachers should pay attention to the explanation of grammatical knowledge, the connection between the relevant teaching content in the reading special ability training and the tourism major as well as try to explain the relevant knowledge of tourism English to make students' professional differences. Thus, this can become a specific standard for the division of modules in the overall teaching. Besides, the public English teaching resources of higher vocational education on the Internet are relatively rich

and diverse, but teachers must pay attention to the catering to the module teaching in the collection and integration of specific teaching resources in order to ensure the internal connection between the teaching content and the students' specialty. Moreover, this can also be practical for the module teaching and a better value of support and guarantee.

4.4 Special Teaching from the Perspective of Vocational Ability Training

Teachers should also carry out special teaching from the perspective of students 'professional ability training to improve module teaching in higher vocational English teaching. Thus, the module teaching can provide relevant listening, speaking, reading, writing, translation, etc. required for students' employment. Besides, special capabilities provide effective support. As an example, teachers can conduct module teaching attempts through regular literacy training and guide students to read major-related materials and write on specific requirements. This can enhance students' understanding of major-related English and can also help student's literacy effectively. In addition, by taking the public English teaching of students majoring in related majors as an example, under the influence of their professional characteristics and employment needs, students' business letter writing, and translation skills need to be cultivated effectively. In public English teaching, teachers can combine this special ability to develop special projects and teaching activities, through the more targeted special teaching activities to effectively cultivate students' professional English ability. Therefore, by continuously strengthening the special English ability with the help of special teaching, students can also better adapt to the pace of modular teaching, which is a very helpful for alleviating the pressure of modular teaching in public English teaching^[5]. Plus, teachers can also consider carrying out some English practical activities under the application of situational teaching method and case teaching method, such as simulating working situations and introducing specific cases to train students' special English skills as they are also very feasible.

5 Conclusion

Higher vocational colleges need to guide public English teachers to try module teaching. As the initiator and driver of teaching activities, teachers should actively try module teaching based on fully understanding

what module teaching is. As one or other problems will inevitably occur in the module teaching process, when the module teaching itself from the perspective of students' professional ability training is more difficult, teachers must also continuously conduct teaching review and evaluation. Through regular review and analysis of the teaching situation, teachers need to find and solve specific teaching problems, accumulate more mature teaching experience and continuously adjust as well as optimize in subsequent module teaching.

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