Discussion on the Reform of Mixed-English Teaching Mode of Higher Vocational English Based on "Internet +"

Liao Ying

Guangxi Vocational and Technical Institute of Industry Basic Teaching Department, Nanning 530001, Guangxi Province, China

Abstract: In today's society, English has become a core competency that everyone needs. How to use the development advantages of "Internet +" and to develop a hybrid teaching method is the main research content of this paper. Based on this, this paper firstly summarizes the problems existing in the mixed teaching mode of vocational English from the aspects of single multimedia teaching form and the utilization rate of modern information teaching tools. Subsequently, combining traditional classroom teaching with flipped classes based on microlecture, developing mixed-English teaching, establishing a self-learning environment for students under the network platform, and proposing suggestions are the guidance for students to use the online platform for independent learning, in order to be able to provides new ideas for higher vocational English mixed teaching reform.

Keywords: Higher vocational English; Mixed teaching; Model reform; Internet +.

1 Research Background

1.1 Literature review

With the development of the information age, the entire society has entered the era of "Internet +". In this context, how to change the teaching of public English from the traditional teaching mode to the hybrid teaching model based on the network platform is an important topic facing higher vocational colleges (Peng, 2016). The traditional teaching methods of English courses in vocational colleges have long been unable to meet the pursuit of English knowledge in the new era. In line with the development trend of the times, the development of the hybrid teaching model is an inevitable outcome in the context of the development of the times (Li, 2016). With the extensive development of "Internet +" technology, the traditional teaching model is also changing. English teachers in higher vocational colleges paied more and more attention to the educational concept of combining traditional teaching methods with mixed teaching methods. Meet current English teaching requirements (Jian, 2017). The traditional vocational English teaching mode adopts the face-to-face teaching mode, which made it difficult to meet the needs of each student for English learning. However, with the wide application of hybrid teaching, the drawbacks of the traditional teaching model can be improved, students can learn independently according to their own needs and improve their English comprehensive ability (Ma and Xiao, 2017). The hybrid teaching model was known as the most fashionable teaching mode in the "Internet +" era. Only by reforming the design and curriculum of traditional courses could we develop a new hybrid teaching model (Hu, 2016). Hybrid teaching used a combination of online teaching and offline classroom teaching. The emergence of this model is of great significance to the reform of English teaching in higher vocational schools. Mixed teaching can stimulate students' interest in learning English, and can improve the comprehensive level of teachers and teachers, and provide students with personalized English teaching (Yan, 2017).

1.2 Purpose of research

In recent years, with the rapid development of China's social economy, the demand for English professionals is also growing, and higher vocational colleges also attach importance to the training of English professionals. In order to better cultivate English professionals who meet the needs of social and economic development, it is an inevitable trend to reform the existing English teaching model. Through the above literature analysis, it is found that many of the current literature proposes new measures and programs based on the "Internet +" vocational English mixed teaching model reform, but in terms of the teaching model reform strategy, there is no specific implementation plan. Therefore, this paper will analyze the problems existing in the blended English teaching mode in Higher Vocational colleges, and provide basic ideas for the reform of the blended English teaching mode in Higher Vocational Colleges by setting up an online self-learning platform and setting up a self-learning environment for students.

2 Analysis of Problems Existing in The Current Mixed English Teaching Model of Higher Vocational Education

2.1 Single form and means of teaching

In recent years, network multimedia technology has become more and more popular in college teaching, and English information teaching resources and teaching methods in higher vocational colleges have been improved to varying degrees (Yi, 2016). However, due to the influence of factors such as the construction and maintenance of school network hardware in higher vocational colleges, the informatization teaching mode has not been widely used in teaching practice (Cha, 2016). Nowadays, English textbooks for vocational colleges are equipped with CD-ROM, PPT courseware, online classroom test, etc. as teaching aids. However, the traditional vocational English teaching method only uses multimedia technology as a teaching aid. The online classroom forms such as micro-courses and courses cannot be combined with English teaching reasonably. The so-called multimedia teaching is just to replace the blackboard and chalk in the previous teaching mode with a computer. Teachers use PPT to demonstrate the content of the textbooks. Students simply learn through PPT. Most of the classroom teaching process is occupied by the alternating representation of pictures and sound effects. Teachers have not been able to integrate informational multimedia teaching methods into their own teaching. The advantages of information-based teaching methods are not reflected, and they cannot stimulate students' creativity and enthusiasm in learning English.

2.2 Modern information teaching tools are not fully utilized

With the development of the network information age, the emergence of various English independent learning platforms, mobile terminals, and other network teaching tools has been loved by teachers and students. These novel teaching tools are more flexible and fun than traditional English teaching tools (Yan, 2017). If students can effectively use these learning platforms, they can stimulate the enthusiasm of students to learn independently, and their English level will be improved rapidly (Wu, 2017). However, most students are interested in these informatized teaching tools, but their own autonomy is poor, and they have not set long-term learning goals and plans for themselves. With a curiosity to briefly touch these teaching platforms for a while, they lost their interest in throwing aside. This directly leads students to develop unfavorable habits of randomness and disorder in learning. The rich informational teaching resources are wasted and cannot be fully utilized. Teachers are also unsatisfactory in this regard. They have failed to lead by example and lead students to explore the effective application of information-based teaching tools, which reduces students' enthusiasm and learning the effect on English learning.

3 Reform of Mixed-English Teaching Mode of Higher Vocational English Based On "Internet+"

In the process of constructing the blended teaching mode of Higher Vocational English based on "Internet +", teachers need to arrange various mechanisms to optimize learning resources. Among them, the core step of teaching system design is the design of teaching model. Taking "general teaching design model" as an example (Fig. 1), the specific teaching system design is divided into five stages. Teaching analysis and teaching process design are the premise, teaching content development and teaching program

implementation are the core, and teaching process evaluation is the core. In terms of guarantees, they are closely related to each other.
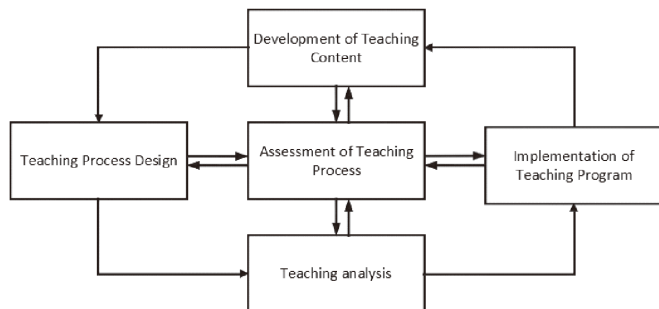
**Figure 1.** Teaching System Design

As far as teaching analysis is concerned, the steps of instructional design first determine the teaching objectives and learning needs and then focus on designing the teaching environment. The analysis of teaching content, analysis of teaching objects, and analysis of teaching environment are the main contents of the teaching analysis stage. The analysis of teaching content refers to the knowledge and skills that teachers should impart to students under the requirements of teaching objectives. Teaching analysis objects include students' learning stage characteristics, current knowledge level, and learning ability. The teaching environment is the main medium for realizing teaching activities and places, and it is also an important condition for the realization of teaching objectives. The teaching environment analysis includes the network environment and the classroom environment.

As far as the design of the teaching process is concerned, based on the teaching analysis, it is necessary to establish the teaching objectives, formulate the teaching strategies, design the teaching process and design the learning evaluation. In the mixed teaching mode, the design of the teaching process should run through the whole teaching stage, including the three stages before, during and after the class, not just the aspect of the course teaching.

As far as the development of teaching content is concerned, the above two stages are based on the selection of teaching materials and auxiliary teaching materials, so that the specific unit teaching content can be completed. First of all, we must develop and build an online teaching service platform, but we must use the "Internet +" as a premise, and then based on the students' knowledge of the situation, to produce learning materials in the form of graphics and video.

When the course is difficult to find out, convert it into practical application and let students carry out specific practical activities to increase students' ability to solve problems independently and learn independently. The implementation process requires the use of a multimedia platform to absorb the rich resources of the network and combine it with the teaching curriculum. Fully carry out the teaching practice activities in the class and under the class to promote the upgrading and optimization of the "mixed" English teaching mode. In addition, with the help of classroom discussion, students' interaction is increased and students' self-learning ability is improved. The specific content is shown in Figure 2.
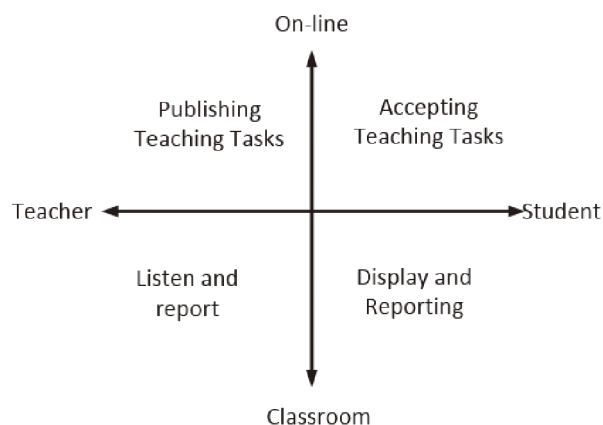
Figure 2. Online Classroom Teacher-student Interaction Evaluation Method

The evaluation process should go through the whole stage of vocational English teaching, which is divided into process evaluation and summary evaluation. In each stage of implementation, teachers are required to lead students to summarize the advantages and disadvantages of the "hybrid" teaching mode in a timely manner, and collect relevant information through interviews, questionnaires, interviews, etc. In this context, the "PDCA" circulatory system is used for detection. Therefore, the English teaching links, content development and comments in vocational colleges are fully optimized. The summarization evaluation is carried out after the completion of the teaching process. The teaching results are evaluated through teaching results and ability evaluation, and then the revised plan is proposed to obtain the best teaching results, as shown in Figure 3.
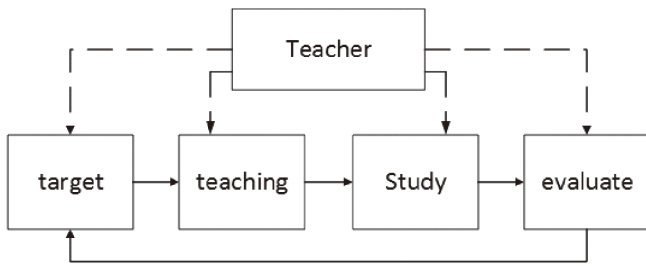
Figure 3. The Overall Teaching Evaluation Process of Vocational English Teachers

4 The Realization Path of The Mixed English Teaching Mode of Higher Vocational English Based on "Intemet+"

4.1 Carry out mixed teaching combining traditional teaching with flipping classroom

Micro-teaching refers to a teaching method in which a part of the whole teaching system or a certain knowledge point is explained to the students in the form of a video course by means of the network. Micro-video is the main form of micro-course. Students use micro-video to conduct course learning. At the same time, micro-courses can also provide micro-resources related to micro-videos for the focus of a certain knowledge point, providing more convenience for students to learn. Students in higher vocational colleges can fully play the role of after-school time, and use the teaching method of the flipping classroom to learn the knowledge that can't be learned in classroom teaching. The classroom becomes a place for teachers to answer questions and learn from each other. Although the role of teachers as knowledge instructors is "flipped", teachers are still the main promoters of students' learning English, and their status as knowledge transfer has not changed. In the context of "Internet +", Internet technology is the most powerful technical guarantee for teachers in the process of implementing classroom teaching, pre-study of knowledge points, review after class and production of course teaching videos. In general, the combination of traditional classroom and flipping classroom is an important feature of the reform of mixed vocational English teaching mode under the background of "Internet +".

One of the "changes", the pre-position of the teaching content. The students were awarded by the original teachers, and they became the students to learn the knowledge content through the network micro-course micro-video. Teachers need to design a micro-teaching video that meets the English learning requirements of vocational college students according to the staged teaching objectives and the requirements of relevant units for students' English proficiency and comprehensive ability. The lively and interesting situational teaching can effectively stimulate students' interest in learning. Before the class, the teachers will design the micro-courses to be shared to the students through the network. The students should learn independently on the Internet platform based on the purpose of completing the course tasks. Students encounter any problems during the class study, which can be solved by a discussion with classmates or by asking a teacher.

The second of "change", the display of learning effects and problems and answers to questions and answers. In the teaching mode of flipping the classroom, the role of the teacher has also turned over. The teacher's main task is changed from the previous knowledge transfer to the organization of students to conduct corresponding discussions based on the micro-learning situation and to supplement the guidance of the knowledge points that are not fully grasped. In the teaching process, teachers and students can analyze and solve a certain knowledge point or a certain problem, and play the role of classroom communication and discussion, so as to promote the interaction between teachers and students.

The third of "changes", the problem feedback after class and the sharing of learning resources. In the flipping classroom teaching mode, the post-class teaching activities are written by the former students, the teachers correct the student's homework, and the students turn over and reflect on the students' micro-class-based learning and classroom communication. Teachers can upload their outstanding works to the online sharing platform for other students to learn and reference. The important learning outcomes that students have achieved can also be uploaded to the Internet platform to achieve the sharing of outstanding teaching resources.

4.2 Construct an independent learning environment based on the mobile network platform and guide students to use the platform to learn independently

With the rapid development of the Internet, mobile

learning platform has become an indispensable tool for people to learn. It can be said that it is the era of wireless learning. Faced with the new network learning mode, many students may not make proper use of the network resources to learn. Teachers need to guide students to learn online independently. Teachers should help students quickly adapt to the network learning mode, actively guide students, choose the network English teaching mode, and integrate English learning with their own characteristics. Teachers should teach students how to use teaching video websites and mobile devices to learn English, so that students can reflect the phenomenon of autonomous learning of English, and create a good learning atmosphere. Teachers should combine the characteristics of students' learning with the teaching methods of Higher Vocational colleges, and guide students to choose their own learning methods. And according to the students' own learning needs, a reasonable choice of the network mobile application suited to students' own learning characteristics can help students formulate a complete learning program. Internet websites contain the most comprehensive learning resources, including English movies, speech videos and various intelligence games. These forms can stimulate students' thirst for knowledge, enthusiasm for learning, and provide the greatest support for students' learning in English. The construction of mixed teaching mode can not be separated from its corresponding teaching evaluation system. The traditional teaching evaluation system can not adapt to the new era of teaching mode. The reform of English teaching mode in higher vocational colleges should be combined with the development of "Internet +". With the Internet plus and information technology as the core, the multiple teaching evaluation system of universities should be constructed, and the teaching effect can be promoted through teaching evaluation system.

5 Conclusion

In summary, the arrival of the "Internet +" era has greatly affected the teaching model, teaching philosophy and evaluation system of vocational English. The combination of the hybrid teaching mode and the traditional classroom can effectively innovate the English teaching mode of higher vocational education, enrich the teaching methods of English in higher vocational schools, perfect the teaching system, and fully accomplish the goal of training English talents in higher vocational colleges. Higher vocational English teachers need to change their roles with the times, use modern network information technology, master rich teaching resources, improve teaching quality, and cultivate individualized talents that meet the development of the times.

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